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AUTHOR O'Reilly, Kevin
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ABSTRACT

One of a series of curriculum materials in U.S. history designed to teach critical thinking skills systematically, this teacher's guide presents supplementary lesson plans for teaching high school students about the Reconstruction period, industrialism, labor and immigration, and progressivism and populism. The booklet begins with a guide to critical thinking which offers an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method for analyzing value positions, ways of identifying assumptions, and models for analyzing arguments. Other methodologies include: problem worksheets; debate topics and transcriptions; and analyses of interpretations, in which students are presented with rival interpretations of historical events, rewritten at a high school vocabulary level. The teacher's guide includes a rationale for the program, detailed lesson plans keyed to student booklets, answer keys, test questions, a chart of critical thinking skills taught in each lesson, and difficulty-level coding. The document concludes with additional materials (the source materials "envelope"), including an outline of the guide to critical thinking, introductory worksheets, worksheets and handouts for the various lessons in the student booklet, and test questions. (LH)

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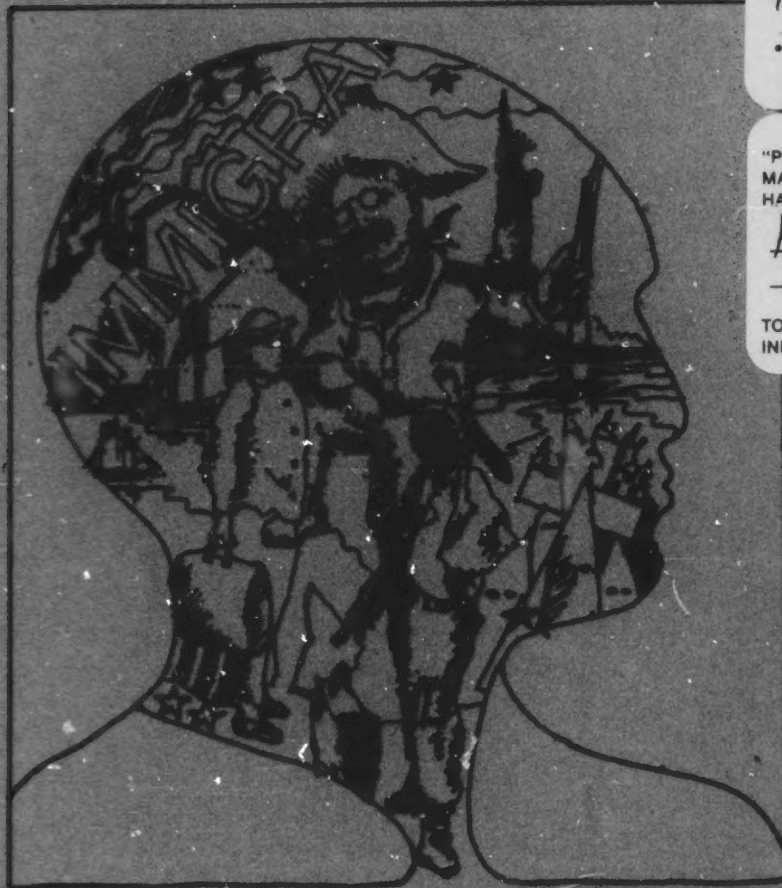
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RECONSTRUCTION TO PROGRESSIVISM

BOOKLET 3

Critical Thinking
In
American History

TEACHER'S GUIDE

50016 026

Critical Thinking
in American History

TEACHER'S GUIDE

Booklet #3

Reconstruction to Progressivism

by

Kevin O'Reilly

Critical Thinking in History Project
Hamilton-Wenham Regional High School
775 Bay Road
South Hamilton, MA 01982

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For Brian and Sean

WAIT A MINUTE!

(The booklet at a glance for those teachers too busy to read it thoroughly - that is, all teachers)

Are you in a hurry? Are you too rushed now to read through this thick booklet? You probably have to go to a faculty meeting soon, right? This teacher's guide is unlike other teacher's guides in that it is thicker than the student booklet. It is thicker for a reason. You can't really effectively use the student booklet or the source materials envelope without referring to the teacher's guide. If you would take a few minutes to look over some key sections of the teacher's guide and student booklet, you'll have a good understanding of how to use these materials. In particular, look at:

1. The table of contents of the teacher's guide and student booklet.
2. The "Introduction to the Project" in the teacher's guide.
3. The "Overview of Lessons" and "Chart of Skills" in the teacher's guide.
4. The "Outline of the Guide" and the "Guide to Critical Thinking" in the teacher's guide.
5. Any one lesson plan (teacher's guide) and worksheet or reading (student booklet).

Once you've done this you'll see that this booklet will probably save you time in the end, because it is a series of ready-to-use lesson plans. You'll also see that most of this teacher's guide is comprised of lesson plans, answer keys, and test questions.

If you decide that you could use some of the lessons, you can read through the introductory section of the teacher's guide in an hour or so. Once you understand the rationale for the project, you should be able to select and use whatever lessons you'd like without much trouble. You only read those parts of the teacher's guide which you need to teach the lesson. We won't say you'll never have any problems in using these lessons, but we did write the teacher's guide so you could use the lessons with a minimum of effort.

We'd like to get your feedback about the lessons you use. So if you could fill in the feedback sheet enclosed and send it to us, we'd appreciate it.

By the way, aren't you late for your faculty meeting?

Note on Source Materials Envelope

Some of the materials to be used in this unit to develop critical thinking are found in the separate source materials envelope. You may copy these materials for classroom use. The following handouts are contained in the source materials envelope:

1. Outline of the Guide to Critical Thinking
2. Introductory Worksheets
3. Remedial Problems .
4. Worksheets and Handouts for the Various Lessons
5. Test Questions

Teacher's Guide Booklet 3
Reconstruction to Progressivism
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Reconstruction to Progressivism

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INTRODUCTION

Introduction to the Project on History and Logic

The Project on History and Logic (HAL) is a set of curriculum materials in U.S. History designed to improve students' critical thinking abilities through a series of problem worksheets and rival viewpoints on historical topics. The materials are meant to be a supplement to the regular U.S. History course, rather than a course in itself.

It is important to understand that the Project does not aim to develop thinking skills in general, but rather critical thinking skills. These materials are not intended to directly teach classifying information, doing research, map skills, study skills, and so forth. Through these materials students will learn to be more skeptical, analytical, and thoughtful of what they read and hear. As is explained in more detail further on, the main methodology used to develop these critical thinking skills is the examination and evaluation of opposing viewpoints.

We believe the examination of rival interpretations in history is exciting and we feel that when students learn how to analyze these interpretations that they will find history to be much more interesting.

The Project was written for and has been used in high school courses. The materials, however, could be adapted for use in junior high school and college undergraduate courses.

The HAL materials were written based on the assumptions that:

1. Students learn better when confronted with problems rather than when they are told information.
2. Curriculum materials should be as interesting as possible given other educational goals.
3. A variety of presentations and methodologies will better keep student interest high.
4. Students improve at skills through repetition.
5. Students learn skills better when the skills are presented in a deliberate, systematic way.

The HAL Project is not the inquiry method of the 1960's.

The inquiry method put students in difficult situations with documents containing vocabulary they couldn't understand and asked them to reach some conclusions. Moreover, the teachers had little idea of how to use the materials. The HAL Project gives students problems that they can solve, written at a high school vocabulary level, and provides lesson plans and answer keys for teachers. The approach and types of problems in HAL are also radically different from the inquiry method. The differences between the two approaches are discussed further in the rationale section of the teacher's guide.

While we do not denigrate the role of information in the study of history, we do feel that for too long there has been too much emphasis on facts in high school history courses. This Project is designed to help teachers get away from, to some extent, the focus on facts and help them get their students to think more critically about history, and to enjoy it more.

Who Can Use These Materials?

We believe that any teacher who is interested in having his/her students think better can use the materials. There are lesson plans, answer keys, and guidelines for teachers. The materials are in a format to be used in a classroom without any further work or research by the teacher. On the other hand, teachers who want to adapt the materials to their own styles will have no problem. The HAL materials should stimulate some teachers with ideas of their own for critical thinking.

The only other requirement to use the materials is a tolerance for ambiguity and a willingness to suspend judgment. History abounds with examples of topics about which there is not a clearly right interpretation. Both teachers and students need to accept that fact. Occasionally, there will be some student answers about which you are not sure. Suggestions 8 and 9 in the section, "Suggestions for Using HAL Materials" deals with this eventuality. The "Troubleshooting" section of the lesson plans deals with it also. If you can accept some ambiguity in student answers, then you can handle this issue.

Rationale

"Schools are not developing in students adequate thinking skills or the ability to interpret what is read beyond a superficial level."

National Assessment of Educational Progress, 1981

A. Introduction

The basis for a democracy is an educated electorate which can think for itself. The assumption that people can think for themselves when they mature or become adults is belied by examples from history such as Adolf Hitler and the Nazis and Jim Jones and his mass suicide at Jonestown. How could adults have been so completely misled? Certainly, a little healthy skepticism could have been helpful to those people. In the U.S. today citizens face complex political social and economic questions. These questions demand clear thinking for intelligent answers. Voters have to be able to evaluate various arguments and decide for themselves what they think.

The Project on History and Logic (HAL) was written with the primary objective to improve students' critical thinking skills involved with evaluating arguments. The Project uses the definition by Robert Ennis that "critical thinking is the reasonable assessment of statements." This simple definition includes a wide variety of skills, however. It is these skills that the Project helps students develop. When students are then confronted with arguments, they have the skills and equally important, the confidence needed to evaluate the arguments.

The HAL Project does not claim to be able to improve students' critical thinking abilities in all areas. Rather it claims to improve students' critical thinking about history and, beyond that, about those topics which are most closely associated with history. Many of our present day issues are related to historical precedents or involve arguments using reasoning similar to historical reasoning.

While courses in critical thinking in general seem appealing, some research indicates that they are not very effective. We feel that it is better to teach critical thinking within the regular coursework. We believe it is better to teach students the types of reasoning used within a specific discipline. That is what we have done in the HAL program.

Having been taught using the HAL materials, a student should, upon being confronted with an historical article, be able to not only tell whether he/she agrees or disagrees with the argument but also give very specific reasons why he/she should be able to:

1. Give the main point of the reading.
2. Identify any assumptions made by the author.
3. Recognize value words, vague terms, or emotional language.
4. Evaluate the reasoning used in the argument.
5. Evaluate evidence presented to support the argument.

B. HAL is Not the Inquiry Method

The focus, then, of the Project is on the evaluation of historical interpretations. This makes it fundamentally different from the inquiry method of the 1960's. The inquiry approach in U.S. History gave students a short introduction to a topic and then a series of primary sources on the topic. The objectives were to get students to identify a problem, classify the information, form hypotheses and test them, and make generalizations based on the documents. The approach was:

Student -----> Reads primary sources -----> Makes generalizations

The HAL Project, by contrast, gives students secondary interpretations first and then gives them some primary sources to help evaluate the interpretations. The objectives are to get students to analyze existing generalizations, to test generalizations against evidence, and to modify those generalizations. The approach is:

Student -----> Reads generalizations ----> Uses primary sources to test generalizations.

The problem with the inquiry method was the students had little interest in and no basis to judge the primary evidence. With the HAL method, the students see arguments about, and often make their own arguments about, the topic before they see the primary sources. Thus, the students have a reason to examine the evidence and context within which to judge it. The HAL approach is also much more similar to the approach that historians actually use. Historians usually approach their research with a good idea of what other historians have said (generalizations) on the subject before they examine primary sources. It seems unfair to expect high school students to do something which even historians are not expected to do.

Another problem with primary sources is that they are difficult to read. The vocabulary level is often too high for many students and the sentences may not be interesting or readable. The HAL Project does not overwhelm the student with too many documents, but rather gives enough documents to help the student evaluate arguments and to help students learn how to use and assess historical evidence.

C. HAL and Historiography (Rival Viewpoints)

The evaluation of rival historical interpretations has been tried in curriculum materials such as the Problems in American Civilization series (Amherst series). There are at least three weaknesses in materials such as the Amherst series which the Project on History and Logic overcomes.

1. The Amherst materials are written at a vocabulary level which is too difficult for most high school students. We have used these materials in both public and private schools and find that most students (except in advanced placement courses) cannot understand them without a great deal of explanation from the teacher. If one's goal is to improve

students' critical thinking skills, they're inadequate. The teacher has to spend too much time on vocabulary and explaining what the views mean. After all, historians write their interpretations for other historians and adults, not for high school students. The interpretations in the History and Logic Project are summaries of views rewritten at a high school vocabulary level. This allows more class time to be devoted to the evaluation of the views.

2. The Amherst materials have no lessons to improve critical thinking skills or models of how to analyze what one reads. Without the skills students cannot interpret what they read. We wouldn't think of giving students calculus problems to solve without training them in algebra and the other necessary mathematics skills. Yet, we give them historical interpretations on complex social/political issues without any practice in the necessary skills.

The Project on History and Logic is specifically designed to train students in the critical thinking skills necessary to analyze and evaluate what they read. For example, before a student in this Project is required to identify underlying assumptions in an historical interpretation, he would have done several worksheets on finding assumptions. The Guide to Critical Thinking also gives students a model of how to analyze an interpretation.

3. The Amherst materials don't provide evidence for students to use to evaluate the interpretations. The booklets do include evidence, but it is not the evidence that the historians who wrote the secondary interpretations used to arrive at their conclusions. For example, in the booklet The Meaning of Jacksonian Democracy, there is a reading from The Age of Jackson by Arthur Schlesinger, Jr. But, there are no documents that Schlesinger used to reach his conclusions. How can a student really evaluate this view without seeing Schlesinger's evidence? To be sure, there are primary sources in the booklet, but they are not the ones the students need to see--they are just sources on Jacksonian Democracy.

In order to include the right evidence, someone would have to look up the evidence which the historian cites in his footnotes and put those on handouts for students to use. We have done this in some units in the Project on History and Logic.

D. HAL and Bloom's Taxonomy

Benjamin Bloom and others wrote in their book on the taxonomy of the cognitive domain that there are six levels of thinking in ascending order of difficulty.

The levels of thinking and their characteristics are:

1. Knowledge - Memorizing information.
2. Comprehension - Understanding information. Being able to express it in one's own words.
3. Application - Applying information to a new situation.
4. Analysis - Breaking something down and examining the parts of it in social studies.
5. Synthesis - Putting complex information together in a new and creative way.
6. Evaluation - Judging something against internal standards (such as consistency) and external standards (such as the standards of excellence in the discipline).

These are oversimplified descriptions of complex levels of thinking. For more information on them, see Benjamin S. Bloom (Ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay Company, Inc., 1956).

A lot of history courses spend most or all of their time on levels 1 (knowledge) and 2 (comprehension). The HAL Project is designed to develop skills at levels 4 (analysis) and 6 (evaluation). In fact, many of the skills listed in the chart in the teacher's guide come directly from skills listed by Bloom under these two levels of thinking.

BLOOM - ANALYSIS

Analysis of Elements:

The ability to recognize unstated assumptions.

Skill in distinguishing facts from hypotheses.

The ability to distinguish factual from normative statements.

Skill in identifying motives and in discriminating between mechanisms of behavior with reference to individuals and groups.

Ability to distinguish a conclusion from statements which support it.

Analysis of Relationships:

Ability to recognize what particulars are relevant to the validation of a judgment.

Ability to recognize which facts or assumptions are essential to a main thesis or to the argument in support of that thesis.

Ability to check the consistency of hypotheses with given information and assumptions.

Ability to distinguish cause-and-effect relationships from other sequential relationships.

Ability to analyze the relations of statements in an argument, to distinguish relevant from irrelevant statements.

Ability to detect logical fallacies in arguments.

Ability to recognize the causal relations and the important and unimportant details in an historical account.

Analysis of Organizational Principles:

Ability to infer an author's concept of science, philosophy, history, or of his art as exemplified in his practice.

Ability to see the techniques used in persuasive materials, such as advertising, propaganda, etc.

Ability to recognize the point of view or bias of a writer in an historical account.

BLOOM - EVALUATION

Evaluation by Internal Evidence:

Judging by internal standards, the ability to assess general probability of accuracy in reporting facts from the care given to exactness of statement, documentation, proof, etc.

The ability to apply given criteria (based on internal standards) to the judgment of the work.

The ability to indicate logical fallacies in arguments.

Evaluation by External Criteria:

Judging by external standards, the ability to compare a work with the highest known standards in its field--especially with other works of recognized excellence.

Skills in recognizing and weighing values involved in alternative courses of action.

The ability to distinguish between technical terminology which adds precision to a text by permitting more appropriate definition of terms, and that which merely replaces a common name by an esoteric one.

Summary of Methodologies Used in the Project

As was stated previously, the Project on History and Logic is a set of curriculum materials in U.S. History designed to systematically teach critical thinking skills at the higher levels of Bloom's taxonomy of the cognitive domain. The skills are listed in the section "HAL and Bloom's Taxonomy" and in the chart for each unit booklet. The Project uses a variety of methodologies to develop the critical thinking skills:

1. Guide to Critical Thinking - The Guide is a booklet on how to analyze and evaluate arguments. It includes an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method for analyzing value positions, ways of identifying assumptions, and other information on logic and arguments. It also contains a simple, five-letter acronym as a model for analyzing arguments. The Guide serves as a reference book for the U.S. History course. Students need to refer to it often to answer the questions on the worksheets and to analyze the interpretations.
2. Problem worksheets - These sheets use short history (sometimes along with everyday) arguments to develop the critical thinking sub-skills. Some sheets require students to identify conclusions, fallacies, assumptions, value words, and so forth. Others require students to evaluate evidence, and test hypotheses against given information.
3. Debate and analysis - In several units, students debate topics in both small and large groups. While students are debating, the teacher takes notes. He/she then transcribes portions of the debate onto a ditto, along with questions on logic, and passes them out during the next class for student analysis. These debates are used to get students to examine their own use, or misuse of logic. Several transcriptions of debates are included in the lesson plans.
4. Interpretation analysis - Students are presented with rival interpretations, rewritten at a high school vocabulary level (see the section "HAL and Historiography" for an explanation of why). Armed with an analysis model from the Guide to Critical Thinking and with the skills developed from the logic problem sheets, students have the confidence and ability to evaluate the views.

Levels of Difficulty in the Project

The HAL materials have been written for students ranging from average ability to high honors ability. In the teacher's guide to each unit booklet there is a chart of the lessons and skills. Below each lesson there is a number designating the level of difficulty of that lesson. The number designations correspond to:

Number	Grouping in School for 15 or 16 year olds	Piagetian Cognitive Thinking Level for 15 or 16 year olds
5	Honors or Advanced Placement	Formal Operational
4	Honors	Formal Operational or High Concrete Operational
3	Average or Honors	Concrete or Formal Operational
2	Average to Below Average	Concrete Operational
1	Below Average	Preoperational or Concrete Operational

These are very rough estimates since, for example, research has indicated that many 15 year olds in honors classes are not formal operational. Nevertheless, the designations can be helpful. They can help you avoid choosing a very advanced lesson (#5) for your low average group. The designations would also help you to choose more challenging materials for your students as they progress and improve their thinking skills.

The lessons and problems have the following characteristics:

Formal Operational
(Designation Number 4 or 5)

- Longer readings; more difficult vocabulary; more abstract concepts; more variables involved in analysis; more open-ended questions; fewer guidelines in the worksheets.

Concrete Operational
(Designation Number 2 or 3)

- Shorter readings; easier vocabulary; fewer abstract concepts (abstract concepts are explained more); limited variables are involved in analysis; more step-by-step questions and guidelines to help analysis; often pairs historical examples with familiar examples in a problem sheet.

Preoperational
(Designation Number 1)

- Very short readings; easy vocabulary; very familiar or concrete concepts; multiple choice-type questions; one or two variables; always starts with a familiar example, then goes to a historical example.

How to Use These Materials

The idea of the History and Logic (HAL) materials is for the teacher to use them as a supplement to the regular U.S. History course. You do what you would normally have done most of the time. The HAL lessons are intended to be used for less than $\frac{1}{2}$ of the total class time in the course. It is not expected that you will use all of the lessons. In some units you will use only one or two lessons. The amount of class time spent on HAL and which lessons are selected is left up to you.

The teacher can also decide how to use the materials, since there are a variety of methodologies that could be used with each lesson. On the other hand, for those teachers who would like some guidance or suggestions for using the materials, we have provided lesson plans, suggested uses, answer keys, and test questions.

Suggestions for Using HAL Materials

Here are some helpful hints in using the HAL materials:

1. Plan on using HAL for only a portion of the class period. Twenty minutes of class time on HAL problems is often enough for many students. You don't need to touch all the principles in one class. After twenty minutes you may start getting resistance from some students. What you are asking students to do is different from what they have learned about the way to play the game of school. They may be used to memorizing facts to pass tests. However, the time limit varies with the lesson, depending on the interest level. Some of the HAL problems are quite interesting and you may find students will continue working on them even after the bell rings to end the class period (it does happen!). The teacher can decide how well the lesson is being received, and adjust accordingly. But it is a good idea to plan half a class for many HAL lessons.
2. Be careful not to do too many HAL lessons (in consecutive classes). Again, some students may get bored with it, and you'll get some resistance. There are some HAL units which take several classes to teach anyway, so try to space the individual lessons out more. The HAL units are often of very high interest so students don't mind doing a few classes on them, but you can't overdo it.

To illustrate, example number 1 might lead to some problems for that teacher, while example number 2 would be a better way to space the lessons out:

Example 1: Day

Lesson

Day

Lesson

1	2	3	4	5
Regular Lesson	HAL Colonies	HAL Colonies	HAL Colonies	Regular Lesson
6	7	8	9	10
HAL Colonies	HAL Salem Witchcraft Unit	HAL Salem	HAL Salem	HAL Revolution

Example 2: Day

Lesson

Day

Lesson

1	2	3	4	5
HAL Colonies/Regular Lesson	Regular Lesson	HAL Colonies	Regular Lesson	HAL Colonies/Regular Lesson
6	7	8	9	10
Regular Lesson	HAL Salem Witchcraft Unit	HAL Salem	HAL Salem	Regular Lesson

3. Don't apologize for doing HAL. Explain the objective of a HAL lesson, as you would for any lesson. But don't bring up a philosophical discussion of why you're doing HAL unless someone asks. You might talk about the overall objectives of the course, one of which is an emphasis on improving thinking skills. What you want to avoid is separating, in the students' minds, the HAL materials from what they consider to be "regular" history. HAL is the real history - it is what real history is all about. Just go ahead and do it, and explain the objective(s) of each lesson as you teach it. The important point is to get students to see that critical thinking (the main objective of HAL) is an integral part of history. You are probably going to get some resistance from some students anyway, but you can avoid some problems by avoiding discussions in class about regular history, fairness, etc.
4. Do not start the HAL program by taking several classes, or even one class to go over the "Guide to Critical Thinking." You can expect many students to fall asleep if you do that. Students will better familiarize themselves with the Guide by using parts of it to help figure out the problem worksheets. For example, when the class gets its first problem on evidence, the teacher could ask how one evaluates evidence. Then the teacher can direct students to turn to the section in the Guide on evidence. Students at this point have a need to learn

this part of the Guide since they have a problem to solve. At some point (we usually do it near the beginning of the course), the teacher does need to explain the basic outline of the Guide, but you should not go over the outline in too much detail. Again, the purpose of the Guide can be explained as one important objective of the regular course without saying that it is excitingly new or radically different.

When you do need to have students learn portions of the Guide, there are several lesson plans (introductory lessons) included for teaching the materials in it. These tend to be a more interesting (and effective) way than straight explanation to learn the information in the Guide.

5. One important consideration in using HAL is to choose the lessons and worksheets which are at the appropriate level of difficulty for your students (See the section "Levels of Difficulty" for more explanation of this aspect of the Project). You can start by turning in the teacher's guide to the chart of lessons and skills. On the chart there are numbers to designate the levels of difficulty of the lessons. These designations are only estimates - you can probably get a better idea by looking over the lessons and judging how they would work with your students. The chart also allows you to individualize the lessons somewhat within a class. You could put class members into groups, and give more difficult problems to the more advanced students.
6. Evaluation of students can be done by test questions, essays, homeworks, and class participation in the discussions of the problem sheets. Grading the homework will force some students to learn the material and skills more effectively and will reward effort. We recommend grading homeworks for completion of the assignment rather than correct answers. There should not be too many HAL questions on the tests. We use a rule of thumb of roughly 10% of the total questions on the test for HAL items. You might consider curving tests on which a large number of HAL questions were answered incorrectly. It has been our experience, however, that the average class scores for the HAL questions has corresponded fairly closely with the overall average class scores on the tests.
7. Group discussions are an important part of the Project, as indicated in the lesson plans. Students can learn a great deal from each other by comparing different answers and explaining why they chose their answers. They can sometimes explain to a student better than the teacher can, why a certain answer is better than another. Group work also helps students to learn to work together and to see that they can learn from each other, rather than just from the teacher. It helps break down the assumption that the teacher is the purveyor of all Truth. This, in turn, helps students to see that they have the responsibility to think and learn information for themselves.

8. Although there are answer keys for the various problem sheets with explanations of why one or more answers is right and why the other answers are wrong, there will inevitably be times when a student will give an answer about which you are not sure. The best thing to do is to ask the student to explain why he/she chose the answer he/she did. If it sounds plausible say that it sounds plausible and tell the student that that was good thinking. Tell the class that this new choice is also a possible right answer, but you might come back to this question in a later class (after you've had time to think about it). Or, you can ask if anyone else in class disagrees with this answer and ask the new student to explain why.

9. Don't spend time arguing with students about the right answer. The overall objective of the HAL materials is to get students to think better, not to spend time arguing with students. When a student gives what appears to be a wrong answer, ask him to explain his answer, and then ask if anyone else can explain what might be wrong with that answer (as explained in #8 above). This takes the spotlight off the teacher and puts it on the students to figure the situation out. The emphasis is more on thinking.

If the situation is not resolved, you can tell the student what your answer is and that maybe he/she will understand why you chose your answer when the class goes through some more questions. Then move on to the next question. If the student still insists, you might want to talk with him outside of class and give him extra help. There are probably similar problems somewhere else in the unit which the two of you can do together.

The main thing to avoid is you standing in front of class, arguing for a whole period, about which answer to question number 3 is correct. No one is learning much then.

10. When having the class debate issues, consider having small group (for example 3 against 3) debates sometimes. Small group debates allow (in fact, require) people to participate, and so get more involvement from the class on the issue. Also, consider formal debates (time limits, rebuttals, etc.) sometimes.

Evaluation of the Project

There are four general objectives in the Project about which we have collected data. These evaluation results are not meant to be conclusive, but they do suggest some tentative conclusions about the Project:

Objective	Evaluation Results
1. To make students more skeptical of what they read or hear.	In an experiment on critical analysis, students were shown a filmstrip having an anti-nuclear arms race point of view. Students were read directions to watch the filmstrip and to write their reactions to it. No other clues were given about being critical or about doing analysis. Students were given 11 minutes to write their reactions. An independent scorer was given the criteria for evaluation and the papers mixed so she would not know which were from the experimental group. The results showed that the experimental group (N=13) made almost three times (289%) the number of comments per paper on substance weaknesses in the filmstrip as the control group (N=11), and almost twice (195%) as many total comments per paper on substance in general.
2. To improve students' critical thinking skills.	There is no test which evaluates the skills that are taught in this Project. For evaluation we used the Cornell Critical Thinking Test Level X which tests some similar skills. In one test we received positive results significant at the .05 level of significance. In a second test there was no significant difference between the experimental and control groups. We are presently collecting the results of a third test.
3. To improve students' writing skills	In an experiment on analyzing historical interpretations, the students in the experimental group (N=37) wrote 213 more words on the post test assignment than on the pretest assignment, while the control group (N=10) averaged 115 more words. This is an average difference of 84.5% between the two groups. We have done no test to evaluate qualitative improvement in writing.

Evaluation of the Project (cont'd)

Objective	Evaluation Results
4. To improve student interest in history.	In a survey of three classes, 76% of the students (N=38) stated that they felt the History and Logic curriculum was more interesting than regular history which they've had.
5. To develop students' confidence to think for themselves.	In a survey of a sophomore, honors level U. S. History course (N=38), students overwhelmingly indicated that they felt confident in analyzing three fairly complex interpretations about slavery, and that the previous work with the logic problems sheets seemed to help.

GUIDE TO CRITICAL THINKING

Outline of the Guide to Critical Thinking

Introduction

Arguments are made up of three parts:

1. Evidence
2. Values
3. Logic

I. Evidence

- A. There are three sources of evidence;
 1. Statements by witnesses
 2. Documents
 3. Objects
- B. In an argument there are three possibilities regarding evidence:
 1. No evidence
 2. Factual information (sourceless evidence)
 3. Evidence
- C. When actual evidence is given, it can be judged according to these four factors:
 - P - Primary or secondary source?
 - R - Reason to distort?
 - O - Other evidence supporting this evidence?
 - P - Private or public statement?
- D. There are other factors as well in judging evidence (see "Guide" for these)

II. Values

- A. Values are conditions which the author of an argument believes are good (Money, success).
- B. Values in arguments:
 1. Authors' values are revealed through words which make value judgments. Words such as:
 - a. Good/bad
 - b. Should/should not
 - c. Right/wrong
 2. You can examine a value judgment made by an author by: (see the "Guide" for examples)
 - a. Separating the argument into the factual and value parts.
 - b. Stating the value part in general terms.
 - c. Raising specific cases to see if the value is right in all cases.

III. Logic or Reasoning

- A. Logic or reasoning is the process of reaching a conclusion on the basis of information or experience.
- B. Main points and conclusions:
 - 1. Main points are what the authors of longer (more than one paragraph) arguments are trying to prove, while conclusions are what the authors of shorter (one paragraph or less) arguments are trying to prove.
 - 2. You find the conclusion or main point by:
 - a. Asking yourself, "What is the author trying to convince me of?"
 - b. Looking for the place to put "Therefore."
 - 3. Cue words:

<u>Conclusions</u>	<u>Premises</u>
therefore	because
hence	for
so	since
thus	suppose that
then	given that
shows that	if
consequently	

- C. Words:
 - 1. Watch for value words and vague or undefined words.
 - 2. Fallacies involved with words:
 - a. Jargon
 - b. Equivocation
- D. Assumptions and Inferences:
 - 1. An assumption is something which is not stated but which is taken for granted by the author.
 - 2. An inference is a conclusion that goes beyond the evidence upon which it is based.
- E. Types of Reasoning Used in History
 - 1. There are five types of reasoning. Most arguments are a combination of several of the types.
 - 2. Types:
 - a. Comparison (Analogy) - compares two cases, and reasons that what is true for one will be true for the other.
 - b. Sample (Generalization) - Reasons that what is true for part of a group (the sample) is true for all or most of that group.
 - c. Cause and Effect - argues that something caused something else.
 - d. Proof - uses evidence or logic (evidence, authority, or eliminating alternatives).
 - e. Debating - refers to another argument on the same topic and shows why this other viewpoint is wrong or partially wrong.

F. Key Questions:

1. These help you judge how good the reasoning is.
2. Key questions:
 - a. Comparison: Are the two cases compared similar enough to make the conclusion a good one?
 - b. Sample: Is the sample good enough to make the conclusion a good one?
 - c. Cause and effect: Does the author really show the connection between the cause and the effect?
 - d. Proof: Does the evidence or the argument (like eliminating alternatives) make the conclusion a good one?
 - e. Debating: Does the author give good enough reasons for disproving the other argument?

G. Fallacies in History:

1. A fallacy is an error in logic.
2. Fallacies:
 - a. Comparison Fallacies - No specific fallacies
 - b. Sample Fallacies:
 1. Unrepresentative Sample (or Hasty Generalization)
 2. Stereotyping (or Composition or Division)
 3. Special Pleading
 - c. Cause and Effect Fallacies:
 1. Single Cause
 2. Preceding Event as Cause
 3. Correlation as Cause
 - d. Proof Fallacies:
 1. Irrelevant Proof
 2. Negative Proof
 3. Numbers
 4. Appeal of Authority
 5. Appeal to the Golden Mean
 6. Falso scenario
 7. Either-Or
 8. Begging the Question

e. Debating Fallacies:

1. Attacking the Arguer (Ad Hominem)
2. Straw Man
3. Appeal to Irrelevant Outcome

IV. Models for Analyzing Arguments:

A. Written arguments - MARKER

M - Main point

A - Assumptions (and values and value judgments)

R - Types of Reasoning

K - Key Questions (and fallacies)

E - Evidence

R - Relevant information (and common sense)

B. PIPE

P - Point of view

I - Inferences

P - Persuasive techniques

E - Evidence

"Guide to Critical Thinking"

This "Guide" is intended to help you to better judge arguments that you read or hear from historians, your friends, your parents, news reporters, or other people. An argument (or an interpretation) as used in this "Guide," refers to the act of presenting a conclusion someone wishes to make and backing it up with reasons that logically lead to the conclusion. You have to decide for yourself how strong the argument is.

Arguments or interpretations are made up of three parts:

1. Evidence - facts or information which the author uses to back up his/her points.
2. Values - the underlying beliefs of the author about what is good or important
3. Logic (or reasoning) - the reasoning used by the author to arrive at his/her conclusions.

In a sense, the author of an argument constructs his position as someone might construct a building. The author's values are like the foundation, the evidence is like the bricks that comprise the walls, and the logic is like cement which holds the bricks together and forms them into a particular pattern. Just as when you look at a building you want to look at the whole structure first, so too when you look at an argument you want to get the main point (or conclusion) first. Then you want to break the argument down (analyze) into its parts and evaluate the parts against certain standards of excellence of reasoning and evidence.

The rest of this "Guide" contains explanations of each of the parts of an argument: evidence, values, and logic. In each section there are suggestions as to what to look for and how to judge that aspect of an argument. The last section of the "Guide" outlines a simple model - MARKER - which will help you to better evaluate arguments.

I. EVIDENCE

A. What Is Evidence?

Evidence is the information which a historian or author presents to support his/her argument.

It is only when we know the sources of the evidence that we can judge (evaluate) how good the evidence actually is. There are three sources for evidence:

1. Statements by witnesses or other people
2. Documents (written information)
3. Objects

B. Evidence in Arguments

1. There are three possibilities for evidence in an argument.

- a. No evidence - when a historical argument has no evidence to support its points, you should not be convinced by it. Even if the reasoning in the argument seems very strong, you should not support the viewpoint until you see some evidence on the topic (that is, you should suspend judgment). Generally, a historical viewpoint without evidence is a weak argument. You should always ask yourself, "what is his/her evidence?"
- b. Factual information (sourceless evidence) - when a historian does not give the source for his/her evidence, you really have no way to judge how strong the evidence is. You might say that the historian has given factual information or examples, but not evidence. Factual information, unlike opinions, could be proven true or false (verified) if you wanted to do the research to check on it. In some cases you will want to do this. But this is different from what you do when you judge evidence for which the source is given.
- c. Evidence - when the source of the information is given you have an opportunity to make some judgments about the evidence presented. You will always be better off by researching further to check on the evidence, but when the source is presented, you can make some judgments before you do more research.

You'll know a viewpoint contains evidence (as opposed to factual information) when the author refers to statements by people, written information, or objects to support his/her arguments.

2. The examples below show the different possibilities for evidence:

Topic - Karen and the softball team:

- a. "Karen is a very good softball player, in fact the best on our team." (No evidence)
- b. "Karen is the best softball player on our team. She hit .340 for the season and made only two errors playing second base." (Factual information because this information could be checked, but we have no way of judging the evidence without checking).
- c. "Karen is the best softball player on our team. Coach Berg said she was the best fielder and the scorebook shows she hit .340 for the season." (Evidence because the source is given. We could ask whether Coach Berg is a primary source, has a reason to distort, and so forth).

Topic - Reconstruction governments:

- a. Reconstruction governments in the South were so corrupt that the South was ruined by them. (No evidence)
- b. Reconstruction governments in the South were terribly corrupt. South Carolina's debt was increased tremendously. In Arkansas a Negro was given \$9,000 for repairing a bridge which had originally cost \$500. Other Southern states had the same thing happen. (These are examples of factual information. Statistics can be checked, but we can't evaluate them here without the source. Statistics themselves don't lie, but the people who put them down to make a point frequently distort them. We need to know who recorded these statistics, for what reason, and so forth).
- c. Reconstruction governments in the South were terribly corrupt. For example, right in the records of the South Carolina legislature is recorded a vote to give the Speaker an extra \$1,000 pay for his efficient service right after (according to his diary) he had lost \$1,000 on a horse race. (Evidence because the source is given - the records of the legislature and the diary).

Once you know that there is evidence, you can judge it according to the following factors:

- P - Is it a primary (eyewitness) or secondary (not an eyewitness) source? (Primary is better).
- R - Does the person giving the statements or writing the documents have any reason to distort, cover up, give false impressions or lie? (No reason to distort is better).
- O - Are there other witnesses or statements of the same event which report it the same way? (Having other statements saying the same thing is better).
- P - Is it a public or private statement? It is public if the person giving it knew other people would hear it, or intended that other people should hear it. (Private is generally better).

So when you have identified the evidence in an argument, you can give it the PRCP analysis. These four factors for judging evidence will be enough to help you evaluate most evidence you will see. However, there are other factors, should you need them:

A. The Witness:

- 1. What is the frame of reference (point of view) of the witness? What are his values? What is his background?
- 2. Is the witness an expert or recognized authority on what he saw?
- 3. How soon after the event did the witness report it?
- 4. Did the witness use precise techniques or tools to report the event? For example, did he/she take notes or use reference points?

B. The Observation Conditions:

- 1. Did the witness have good conditions to see the event? (Was it foggy, noisy, dark?)
- 2. What was the physical location of the witness to the event? Was he close to the action? Were there objects (i.e. buildings) blocking his path?

C. The Witness' Statement: (The Document)

1. Does the witness believe that his statement could be checked out? If I believe you can check my story with other witnesses, I am more likely to tell the truth.
2. Is what the witness says an observation ("Mary smiled") or an inference ("Mary was happy")? Since inferences are judgments they can reveal a lot to you about the witness' point of view or motives for his/her statements.
3. Is the document authentic or a forgery? What is the reputation of the source containing the document?

II. VALUES

A. What is a value?

Values are conditions which the author of an argument believes are intrinsically good, or thinks are important or worthwhile.

Examples of things people value are: money, success, friendship, love, health, peace, power, freedom, equality. It is often important to discover what the underlying values are of the author of an argument. This will help you understand why the viewpoint is argued the way it is. In some cases, your values may be different from the author's values, which will help you understand why you disagree with the argument. For example, if you believe that peace is generally more important than demonstrating power, then you are going to disagree with an argument which says that since country A increased its power by attacking country B, it was right to attack.

B. Values in arguments:

1. The values of the author are revealed in an argument by words which make value judgments. Sentences containing words such as "good," "bad," "right," "wrong," "justified," "should," "should not" are usually making value judgments. For example, if someone says "The U.S. was wrong (value judgment) to drop the atomic bomb on Hiroshima because so many people were killed," he/she is saying that life (value) is more important than the other conditions or values involved (power, peace vs. war, etc.).
2. When you have identified a value judgment in an argument, you can then examine it by:
 - a. Separating the argument into the factual and value parts.
 - b. Stating the value part in a general way.
 - c. Ask yourself whether this value position would be right in all instances (cases). Think of cases to see if the value would be right for them.

For example, suppose someone said:

"We should have capital punishment because criminals will commit fewer crimes if they think they might be executed (killed by the government)".

You would do the following:

- a. Factual part - "Executing criminals will cause criminals to commit fewer crimes." (Notice that this could be checked on by getting statistics on the number of crimes with and without capital punishment, or other methods). This was mentioned in the section on evidence in this "Guide."
- b. Values part stated in general terms - "Something (notice the general word) which causes fewer crimes should (value judgment) be done."
- c. Is this a good idea in all cases? You could bring up specific cases such as:

"Putting into jail anyone who has ever been a defendant in a criminal case, whether found innocent or guilty, will cause fewer crimes also. Should we do this?"

Now we know that just because something (capital punishment) causes fewer crimes to be committed doesn't mean that we should necessarily do it. There are other things (like rights, innocence) to consider. The person who made the statement (if you are discussing an issue directly with him/her) might have to modify it to:

"We should have capital punishment under strict safeguards to protect innocent people, because it will make criminals commit fewer crimes."

You could now bring up new cases to get the author to examine his/her value position further.

The object of this strategy is not to embarrass or humiliate the other person but rather to get everyone to examine the value positions in more detail.

C. Other value judgments and emotional language:

Sometimes the author of an argument will use specific words (rather than "right," "wrong" etc.) to describe a situation which reveal value judgments. Again, these reveal the author's point of view or position on the things described. For example, the following two sentences tell you something about the points of view of the authors:

1. "The lazy government official needlessly interfered with the running of the dynamically expanding business."

2. "The representative of the public's interest was finally able to control the pollution of the greedy monopoly."

These are extreme examples, but they show how authors can use words to paint the good guys and the bad guys. It is not hard to see that the first author supports the business against government, and the second author supports the government against the business.

Words such as those in the two examples above and others such as "terrific," "terrible," "intellectual," "egghead," "pushy," and "go getter," show the author's point of view. You should try to identify the use of this type of emotional language. When it appears it shows that the author is emotionally involved in the topic (he/she may not be as objective as he/she should be) or that the author is trying to sway the reader through an emotional response. We should not be swayed to accept an argument through emotion, but rather through reasoning and evidence.

III. LOGIC OR REASONING

A. What is logic or reasoning?

Without logic or reasoning, humans would make no advances in life. Reasoning is one of the most important characteristics separating humans from animals. Logic or reasoning is the process of reaching a conclusion on the basis of available information or experience. It is the way an author tries to prove his point.

This section of the "Guide" includes information on various parts of logic or reasoning and gives you tips on what to look for in each part.

B. Main points and conclusions:

1. The first thing that you should do when you read an argument is identify the main point. The main point is what the author of a long argument (more than one paragraph) is trying to prove. You can't judge an argument until you first figure out what the author is trying to prove. A conclusion is what the author of a short argument (one paragraph or less) is trying to prove.

A premise is a statement which presents evidence or reasons for the conclusion of the argument. (it is the part other than the conclusion). We will use the word premise in the worksheets, but we are concerned mostly with finding the conclusion.

2. You can find the conclusion or a main point by asking yourself, "What is the author trying to convince me of?" You can often also locate the conclusion by using the cue words below, especially "therefore." Ask, "Therefore, what?"

3. Cue words:

<u>Conclusions</u>	<u>Premises</u>
therefore	since
then	if
so	because
thus	

C. Words

1. As you can see in the sections on values and conclusions, the words an author uses can reveal something about his/her values, or cue you about the parts of an argument. In addition, historians should be careful to define words they use in arguments. Some words present problems when we try to define them. For example: "Bald" - how bald is bald? 100 hairs? 2 hairs? no hairs? Where a word is subject to several meanings, the historian should define how he/she is using it.
2. In some cases word usage is the key to assessing how good a historical argument is. There are some fallacies associated with words, among which are:

- a. Jargon - the needless use of big words to make the argument sound more impressive. The key word is "needless," for in some instances big words are necessary to explain the argument.
- b. Equivocation - the use of a key term in two or more senses in the same argument. For example, "How can people oppose Communism, when we are all communists (since we all share to some extent)?"

D. Assumptions and Inferences:

- 1. An assumption is something which is not stated but which is taken for granted by the author. We will say that something which is taken for granted but is stated is not an assumption but just a statement which lacks evidence. Unstated assumptions are the middle or general premise in an argument. You can find them by rewriting a short argument into premise-premise-conclusion form. For example, if someone said:

"We should spend our vacation in the mountains because we need a rest."

We could rephrase it as:

Premise - We need a rest

Premise (Assumption) - Vacations in the mountains provide rests

Conclusion - We should spend our vacation in the mountains.

Notice that the second premise is the assumption and that it is stated in general terms - "vacations."

- 2. An inference is a conclusion that goes beyond the evidence upon which it is based. It is drawn from the evidence. By knowing certain facts, we can make an educated guess or infer that something else is true. For example, if you walked into a room and there were twenty people there who yelled "surprise!" and started singing "happy birthday," you could infer that this is your birthday, that this is a birthday party, that someone had planned all this, that there will be a cake later, and so on. Or, if you saw a person frowning, you might infer that he/she is angry. The reasoning here is:

Premise: That person is frowning

Premise: People who frown are angry

Conclusion (inference): That person is angry

The inference is the conclusion

You need to learn to make reasonable inferences (a well developed skill among historians) and to judge how good the inferences are that are made by historians or other authors. Many times people make incorrect inferences because of faulty assumptions. For example:

"I knew Tom was a drinker when he told me he was Irish."

The faulty assumption that all Irishmen are drinkers led to the unwarranted (possibly incorrect) inference that Tom is a drinker.

E. Types of Reasoning Used in History:

1. There are basically five kinds of reasoning used in history. Once you can identify these types of reasoning, then you can judge them against key questions for each type. These questions will help you see strong points, find weak points, or identify downright errors (or fallacies) in logic in the argument. You need to remember that in most arguments, even short ones, there are several types of reasoning being used.

2. Types of reasoning:

- a. Comparison (Analogy) - this type of reasoning compares two similar cases and reasons that what is true for one is true for the other. Watch, sometimes, for the cue word "like" to show an analogy.

Examples:

"Harry did all his homework and got an 'A' in history.
If I do all my homework, I'll get an 'A' too."

"Tracy set up her factory this way and it increased the speed of her assembly line. If I do the same, I'll increase the speed of my assembly line."

- b. Sample (Generalization) - this type of reasoning reasons that what is true for some part (or sample) of the group will be true for the whole group.

Examples:

A person takes a bite (sample) of pizza and says,
"it's cold" (whole group).

A student who studied the corrupt Tweed Ring in New York City in the 1870's (sample - 1 case), concludes that there was a lot of corruption in American cities in the 1800's (whole group).

When you see general terms (plural nouns) like "people," "countries," "wars" consider that the author is making a generalization. How many people, countries, causes, or wars were sampled?

Two types of generalizations are called hard and soft generalizations. Hard generalizations deal with all (or none) of the members of a group. "All the apples have fallen off the tree." This type is disproven by one counter example (contrary case). Soft Generalizations deal with most (or a few) of the members of a group. "Most people remember Vietnam." This is not disproven by one or even several contrary cases, but as the contrary cases add up, the generalization is weakened. Historians do some of their research on specific cases (like "White Collar Mobility in Nineteenth Century San Francisco") in order to test the worthiness of generalizations.

- c. Cause and effect - this type of reasoning argues that something caused (or will cause) or brought about - something else. This type of reasoning is involved with the connections between causes and effects.

Examples:

You see a flame (cause) under a pan of water, so you conclude it will boil (effect).

A historian argues that the main cause for the U.S. to enter into World War I was German submarines sinking so many ships.

A doctor sees that you have a fever and are coughing (effects) and concludes you have a virus (cause). He/she will then run tests to verify his/her reasoning.

Cue words for cause and effect reasoning are "cause," "reason for," "led to," "prevented."

- d. Proof - this type of reasoning uses evidence or logic to prove the argument. Almost all arguments use some form of proof reasoning. When you cannot identify the argument as being a comparison, sample, cause and effect or debating (described below) then it probably is a proof argument. There are several ways of using proof reasoning:
1. Using evidence (or lack of evidence) to prove the point.
 2. Using authority or moderation, or emotion to prove the point.
 3. Eliminating alternatives to prove the point. For example, the prosecuting attorney might say, "Only Hodges and Simpson had a motive to commit the crime but Hodges was in Bermuda at the time, so Simpson must have done it." The prosecutor has eliminated alternatives to arrive at his/her conclusion.

Examples:

(Evidence) "Records from New Orleans show that slave sales broke up many slave families."

(Authority) "Mrs. Harney, a recognized expert on this subject, has shown that social class is not the most important reason."

(Eliminating Alternatives) "As has been shown, social class was not the key to voting behavior. Moreover, people did not vote based on issues or the candidates' personalities. This leaves only religious and ethnic factors to explain voting patterns."

(Notice that this also uses cause and effect and sample reasoning, and that all the alternatives have not been eliminated).

- e. Debating - this type of reasoning refers to or talks about what another person (historian in an issue on history) said about the same topic. It basically tells you what the other people said, and gives you an argument about why the other people are wrong or partially wrong. Debating is done quite frequently at the beginning of articles in historical journals. The authors of the articles then go on to use the other four types of reasoning to show why their arguments should be accepted.

Example:

"The theory that the U.S. entered into World War I to make the world safe for democracy is weak for several reasons."

("The theory" refers to another viewpoint by a different historian)

F. Key Questions:

1. For each type of reasoning there are key questions which will help you to judge how good the reasoning is.

2. Key questions for each type of reasoning:

a. Comparison (Analogy):

Are the two cases compared similar enough to make the conclusion a good one?

b. Sample (Generalization):

Is the sample a good one? Is it large enough or representative enough to make the conclusion a good one?

c. Cause and effect:

Does the author really show the connection between the cause and the effect? Has the author considered all the possible connections or causes?

d. Proof:

Does the evidence or the argument make the conclusion a good one? Have all the alternatives been eliminated in this type of reasoning?

e. Debating:

Does the author of this argument give good enough reasons for disproving or weakening the other argument? Does he/she attack the other view in a fair way?

G. Fallacies in History:

1. Once you have identified the types of reasoning involved in an argument and asked yourself the key questions for the types of reasoning involved, you can get an idea of some of the strengths and weaknesses of the argument. From there you can also identify any fallacies (errors in logic) that might have been involved in the argument. The fallacies below are arranged according to the five types of reasoning. All you have to do is look under the types of reasoning you've identified in order to find the possible fallacies involved. For example, if you've concluded that the argument you're analyzing is a combination of sample and cause and effect reasoning, you would ask the key questions for those two types and then look at the fallacies under those two types only.

2. Fallacies (or errors) in reasoning:

a. Comparison (Analogy) Fallacies:

No specific fallacies. The key question takes care of the fallacies.

b. Sample (Generalization) Fallacies:

1. Unrepresentative Sample (or Hasty Generalization) -

A conclusion based on a sample which has too few examples or which does not represent the whole group well. This includes oversimplifications, such as "If it were not for bankers, we wouldn't have wars."

Example:

A reporter asks three people in Massachusetts if they support gun control. They all answer yes. So he/she concludes, "everyone in Massachusetts supports gun control."

Sometimes only a single case is used to make a generalization. Watch for "for example," or "for instance."

2. Stereotyping (or Composition or Division) -

A conclusion in which the characteristics of some portion of the group are assumed to be true for everyone (or everything) in the group.

Examples:

"You're Jewish, so you must be well educated."

"He's a member of a good law firm, so he must be a good lawyer."

"They all are good singers, so they'll be a good quartet."

3. Special Pleading -

A conclusion based on bringing out the factual information favorable to the author's arguments, but leaving out the information which is not favorable. Be careful not to overdo this fallacy. Historians always have to leave out some information, but this doesn't mean they've committed special pleading. What we want to know is whether the historian has left out evidence contrary (opposite) to his/her theory, or whether the historian has included it and overcome it with better evidence or reasoning.

Examples:

"Mom, I should be able to go to the dance. I passed my history test, and got an 'A' in math." (But, he/she failed the science test, which he/she didn't tell his/her mom).

"The U.S. has always won her wars. Look at the Spanish-American, World War I, and World War II." (But this leaves out the War of 1812 and Vietnam).

c. Cause and Effect Fallacies:

1. Single Cause - A conclusion that an event had one cause when in reality more than one cause was involved. Giving an event one cause oversimplifies history. Be careful not to overdo this fallacy. Sometimes a historian wishes that something was the cause of an event, but he/she really means that it was the main cause.

Example:

"The explosion of the battleship 'Maine' caused the Spanish-American War."

2. Preceding Event as Cause (Post Hoc Ergo Propter Hoc) -

A conclusion that if event B happened after event A, then A caused B.

Examples:

"I washed my car, so naturally it rained."

"General Grant was appointed commander of the Union troops. After this, the North started to win."

3. Correlation As Cause -

A conclusion that if A and B occurred at the same time, or regularly at the same time, (a correlation) then one caused the other. Historians deal frequently with correlations when they cannot show the connection between a supposed cause and effect. Ideally, we would like to see the connection, but oftentimes correlations are very strong. For example, since doctors have not shown how cigarette smoking leads to lung cancer (they haven't shown the connection) they haven't proven that it causes the cancer. Yet the correlation between cigarette smoking and lung cancer is so strong that almost everyone believes that cigarettes do cause it.

Examples:

"Democrats were President during World War I, World War II, and Korea. The Democrats cause wars."

"Presidents elected in years ending in zero (i.e. 1860) died in office. So, the years they were elected caused their deaths."

d. Proof Fallacies:

1. Irrelevant Proof - A conclusion based on an argument which is not relevant to the topic.

Examples:

Student to teacher, "If you flunk me, I'll lose my scholarship."

Child to parent, "Everyone else does it."

Historian, "Governor Billings was not such a bad governor. He was good to his children, and he went to church every Sunday."

2. Negative Proof - A conclusion based on the absence (lack) of evidence to support some other theory (argument).

Example:

"There is no evidence that Senator Macklem was an honest woman, therefore, she was a thief."

3. Numbers - A conclusion that this argument must be right since there is so much evidence to back it up. Be careful here, because generally an argument with more evidence is strengthened.

Example:

"We have so much evidence from these records that we must be right."

4. Appeal to Authority - A conclusion that this argument is right because it is based on the support of an expert. Again, you have to be careful, since using authorities to support a theory generally strengthens the theory. This is why doctors are called in to testify in court cases involving medical injuries. However, sometimes authors depend too much on experts and not enough on evidence to prove their points. Also, sometimes the experts are not expert on the particular topic about which the author is arguing.

Example:

Bruce Jenner urging us to eat a certain brand of cereal.

5. Appeal to the Golden Mean - A conclusion that this argument is right because it is moderate, (between the extreme views) or it takes in all the other viewpoints. Remember that extreme views can be right. Many ideas that we now accept as reasonable were once considered extreme. For example, it was once considered an extreme view to be in favor of women voting.

Examples:

"Some people say that Adolph Hitler was the greatest leader ever and some people say he was one of the most evil men who ever lived. So, he must have been an OK person - with some good and some bad points."

"The ideal highway speed is 45 miles per hour because it is between the crazy speeder and the slow poke."

6. False Scenario - A conclusion based on an argument that if something had happened, then something else would have happened. (or if something had not happened, then something else would not have happened, and so forth). Scenarios can be reasonable if there is a lot of evidence to support them, but scenarios are weak. Watch for the cue word "if," although not all statements with "if" are scenarios.

Example:

"If we had not built railroads in the late nineteenth century, the U.S. would not have had as much economic growth."

7. Either-Or - A conclusion that since A and B were the only possible explanations and since A was not possible, B is proven to be the explanation. This method of arguing (eliminating alternatives) is acceptable, as was shown above in the explanation of proof reasoning. The problem is when the two alternatives were not the only choices available. Couldn't it be both, neither, or something else?

Example:

Book title "The Colonists: Dreamers or Idiots?"

8. Begging the Question (Circular Argument) - A conclusion which is based on a premise, but the premise is also based on the conclusion.

Example:

"Author A is a better writer than author B because people with good literary taste prefer A. We know those people have good literary taste because they read author A."

9. Prevalent Proof - A conclusion that something is right because everyone knows it is right.

Example:

(From the Middle Ages) "Everyone knows the sun goes around the earth."

e. Debating Fallacies:

1. Attacking the Arguer (Ad Hominem) - A conclusion that the opposing viewpoint is wrong because of the person making the argument.

Example:

"No one should listen to what Mr. Warren says. He's a Communist."

2. Straw Man - A conclusion that the opposing viewpoint is wrong based on an attack on what the opponent did not say. It is the technique of adding to or changing what an opponent has said, and then attacking your version of what he/she said.

Example:

Jones: "I'm opposed to capital punishment."

Thibedeau: "People like you who oppose punishing criminals make me sick." (Jones didn't say he opposed punishing criminals.)

3. Appeal to Irrelevant Outcome - A conclusion that an opposing viewpoint is wrong because the person making the argument would really not want the outcome or consequences of his/her position.

Example:

Historian: "I wonder if those historians who feel America was wrong in the Mexican War would want to give back all the land the U.S. gained from the War."
(This is irrelevant to whether the U.S. was right or wrong.)

IV. MODELS FOR ANALYZING ARGUMENTS

- A. For written arguments use MARKER: (Remember that key words - such as value words - can help you identify several of the parts of an argument).
- M - Find the main point.
- A - Locate any assumptions the author makes. Include in these values and value judgments.
- R - Identify the types of reasoning used by the author in the different parts of the argument.
- K - Apply the key questions to the types of reasoning you found. How well does the author answer these questions? These key questions may also help you to identify fallacies in the argument.
- E - Look for the evidence the author uses to support his points. If there is no evidence, be sure to note that. If the author uses factual information (sourceless evidence) instead of evidence, write that down and add any comments. If the author has evidence, evaluate it according to PROP or the other factors for judging evidence. If the author includes a lot of evidence, evaluate only the two or three pieces of evidence that support the most important arguments. You must evaluate specific pieces of evidence if there is evidence presented in the argument.
- R - Think of any relevant information that you know of on this issue. Do the points made in this argument square with what you already know on the topic? Do the points seem to make sense based on your own experiences?
- B. For films use PIPE: (Remember that what we are evaluating here is the arguments made by the film. We are not judging it according to literary or technical standards.)
- P - Find the point of view of the film. Watch for parts of the film which seem to make value judgments. Does the point of view support or attack a point of view which you already know of on this topic?
- I - Watch for any inferences made in the film. What parts of the film could the author (filmmaker) not have known from the evidence available on this topic, but rather had to guess at or infer. For example, suppose two characters in the film have a private discussion in a bedroom. If neither of these figures ever actually wrote about what he/she thought or talked about, then you might conclude that the author of the film made up this conversation. The conversation may reveal the author's opinions, bias, or point of view.

P - Think about the persuasive techniques used in the film. How does the film use music, camera angles, character portrayal (i.e. good guys and bad guys), and so forth? Are these aspects of the film meant to persuade the viewer to a certain point of view? For example, if a film on industrialists played lively cheerful music every time an industrialist was shown, you might conclude that the filmmaker was favorable to the industrialists.

E - Identify any evidence used in the film to support its arguments. What evidence is presented and how good is it? When we say evidence we mean specific evidence used to support specific arguments. We do not mean the statement at the beginning of some films that it is "based on fact." It is very difficult to present evidence in a film. Nevertheless, just as you should not be persuaded by written arguments having no evidence to back them up, you should not be unduly influenced by films having no evidence to back them up.

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Explanation of the Guide to Critical Thinking

Introduction

We are using "argument" and "interpretation" as interchangeable. Later we will also use "viewpoint."

We mention the process of analyzing and evaluating an argument. With some classes the teacher might want to mention that this is from Bloom's taxonomy and to explain the six levels of thinking outlined by Bloom (Bloom's taxonomy is explained in another part of the teacher's guide).

The six-letter acronym (MARKER) is intended to be easily remembered by students, so they will be able to use it long after they leave this course.

I. Evidence

The definition of evidence given here is a narrow one. We feel that factual information or examples cannot be verified easily so they cannot usually be evaluated by students. Evidence, on the other hand, can be evaluated, to some extent, without further research. We want to encourage this evaluation of evidence. Note that examples "b" and "c" on reconstruction contain statistics, but in "b" statistics do not constitute evidence.

The factors for evaluating evidence are limited to four (PROP) to make it more easily remembered by students. Also, many, if not most, students aged fourteen to seventeen will be concrete operational. A characteristic of this cognitive stage is the ability to handle four or five variables at most at a time. For students who can handle more variables, other factors are included. This list is still not exhaustive, but it will be helpful for most evidence high school students will encounter.

One important consideration for evaluating evidence which was not included in this section of the "Guide" is whether the evidence actually supports the argument the author is making. This factor is dealt with in the logic section of the "Guide" under proof reasoning. The key question for proof reasoning is "Does the reasoning or evidence presented actually prove the point?"

Use the introductory worksheets on evidence to help students to understand this section.

II. Values

The intent in this section is to show students the importance of the language used in arguments. Value judgments reveal the underlying values of the author. We do not want students to be swayed by emotional language, or the fallacy of appeal to emotion.

As is pointed out in the "Guide," the strategy of bringing up specific cases to test the worthiness of a value position is not intended to "best" the other person, but rather to get both people to examine the value in more depth. Frequently, assertions are made by people which are based on rather simplistic value positions.

It is helpful if people can examine those value positions against the more complex nature of reality. It leads to qualifications of positions, and more importantly, to more thinking.

III. Logic or Reasoning

A. What is logic or reasoning?

The meaning of logic or reasoning which is given in the "Guide" is a simple one. There is no discussion of formal logic, validity, syllogisms, venn diagrams, deductive or inductive logic, or many other aspects of logic in the formal sense of the term. There are several reasons for this. History is not involved with formal logic to any significant extent (conditional logic is one exception). Thus, venn diagrams are useless, as far as we can tell, for analyzing historical arguments. Moreover, we do not feel that the assessment of arguments for their validity is helpful for evaluating historical arguments. When we ask students how good an historical argument is, we are asking them how truthful it is, not how valid its form is (we do, however, have students rewrite arguments in premise-premise-conclusion form because this helps them think through arguments better).

We feel that teaching some elements of formal logic would be helpful in some ways to improve students' critical thinking skills. However, these elements would be worth the results. On the other hand, the skills taught in this project are directly related to the subject matter and, we believe, improve students' critical thinking skills significantly with a moderate input of time and effort.

Some teachers may nevertheless want to explain a few aspects of logic to their students, just to clarify for students the different types of thinking. In this vein it might be worthwhile to explain to high level students deductive logic (if the premises are true, and it's a valid argument then the conclusion must be true) and inductive logic (if the premises are true, then the conclusion is probably true) and that history is involved almost entirely with inductive logic. We did not include this explanation in the "Guide" because it confuses some students.

B. Main points and conclusions:

Finding conclusions and main points are the first step in analyzing arguments. The student must know what the author is trying to convince him of first, before he/she goes on to assess whether he/she should believe it.

It is important to point out to students that putting in "therefore" to find the conclusion is not foolproof. Sometimes "therefore" can be put into several places in an argument.

C. Words are not part of the analysis model (MARKER), but they are important to several parts of the model. You can put the problem of undefined words and the two word fallacies under proof reasoning in the model, if you want to emphasize language more.

D. Assumptions and Inferences:

The definition of an assumption is much narrower than the meaning given to it by other people. We feel that stated assumptions are just statements which lack evidence or factual information to support them. These types of assumptions are picked up by the evidence section of the "Guide" and the MARKER model. Here we are interested in getting students to identify positions which are unstated because these can sway the reader more easily. So it is the missing major premise and the author's underlying values with which we are concerned. We tried to define carefully in the "Guide" what we mean by assumptions to avoid misunderstanding by students.

E. Types of Reasoning in History:

Four of these categories are fairly easily understood, learned, and identified in arguments. It is the proof type of reasoning which is the hardest to learn and identify because it is the broadest category. You might want to cue students that if they cannot clearly recognize a type of reasoning as one of the other four types, it is probably proof. Emphasize that proof by evidence deals with how evidence is used to prove the point, rather than how good the evidence is (for example, whether it is primary vs. secondary). Does the evidence actually prove the argument the historian is making?

F. Key Questions:

These questions are not explained here. However, there are worksheets to help students better understand the questions.

G. Fallacies:

We emphasize key questions more than fallacies in our analysis model (MARKER), because we feel key questions are easier to remember, promote better thinking, and lead to a better analysis of most arguments in history. There are 18 fallacies listed under this section, but there are only five key questions to remember. Also, since the questions are less specific than the fallacies, they require more generalized thinking to apply them to specific arguments.

The most important benefit of using key questions, however, is that the essential evaluation of most historical arguments does not involve fallacies. Fallacies arise in minor parts of historical arguments but do not usually help us to decide whether or not to accept the main point of the argument. In some cases, historical arguments are riddled with fallacies, but using the key questions would also show these arguments to be weak. We feel that the arguments used for identifying fallacies are often caricatures of creditable arguments.

But, fallacies cannot give us more than a hint as to which argument to believe when we are confronted with rival viewpoints made by reputable historians on many topics in American History. When we read Arthur Schlesinger Jr. and Lee Benson on Jacksonian Democracy, it will not be a knowledge of fallacies which will help us decide which viewpoint is stronger. It will not be that one author commits the fallacy of the misrepresentative sample while the other's sample is fine. Rather, it will be that one author's sample was simply better in some way - it was larger or more representative. It will not be that one author commits the fallacy of post hoc reasoning while the other does not. Rather, it will be that one author will present a more complete explanation of, or have more evidence to show, the connection between the cause and the effect involved in the issue.

For what separates better historical interpretations from weaker ones is degrees of differences: somewhat more similar analogies, generally better samples, rather more complete explanations of the connections between causes and effects, fairly stronger or more important evidence or proof. Fallacies hide these differences in degree. The author either commits the fallacy in question or he/she does not. In a sense, fallacies themselves commit the fallacy of either/or reasoning. It is well to remember that fallacies are names that someone decided to give to some weakness in reasoning which seemed to arise often enough to justify giving it a name (i.e., a category).

The most well known example of fallacies being applied to historical thinking is David Hackett Fischer's Historian's Fallacies: Toward a Logic of Historical Thought. This author lists hundreds of fallacies in historical writing, which are both entertaining and instructive. But the examples are usually one paragraph or less taken from historical articles or books. They do not help us (nor are they intended to) assess the interpretations as a whole.

While we believe that key questions will generally be of more help to students in evaluating interpretations, we do feel that fallacies are worthwhile as examples of faulty thinking which can help students to find weak spots in some arguments. The fallacies listed in the "Guide" are fallacies that we have found are more common in historical arguments. We tried to keep the list as short as possible, to avoid having students trying to remember too much information.

IV. Models for Analyzing Arguments

A. Written arguments - MARKER:

We tried to keep the model as short as possible. Fewer letters would have been better, but we feel all these letters are necessary to a complete analysis.

For each letter, the student should refer to a specific example from the argument. In the historical interpretations in the booklet, the sentences are numbered to facilitate reference to specific examples.

As was mentioned above, "words" was not included as a letter in the model, but parts of the model require attention by students to the language used in arguments.

The latter R (relevant information) was included in the model to help students to remember to incorporate the relevant information that is included in some of the historical interpretation lessons (the skill of relating data to a hypothesis). Beyond that, this letter in the model is intended to help students to more actively search their own knowledge to assess new interpretations. Sometimes, students could better critique a viewpoint if they would think about what they already know which supports or contradicts the theory. By making this a conscious part of the analysis model, we feel students will do this more readily.

B. Films - PIPE:

Part of critical thinking, especially for today's children, should apply to visual media. The first problem that has to be overcome is that most students do not recognize that there are arguments or points of view in films. The point of the analysis model is to make the student a more active viewer.

There are several films which are recommended as an optional part of lesson plans in the booklets. The analysis model could obviously be used with many other films, however.

Remind students that what they are doing is assessing the arguments or point of view of the film, not the literary aspects of the film.

Using the Guide to Critical Thinking and the Introductory Lessons

The "Guide to Critical Thinking" (or the "Outline of the Guide" for easier reference) is intended to be used by students as they need it to solve the problem worksheets in the booklets. As mentioned before, we do not think it is a good idea to explain in detail the various parts of the "Guide" to students. Rather, when you choose a lesson that you would like students to deal with, (for example, E-2) you look up the skills involved in that lesson, and go over that section of the "Guide." Then you can have the students do the appropriate introductory lesson to make sure they understand the skill before tackling the problem in the regular unit in history. The emphasis in the introductory lesson plans is on concrete demonstrations and familiar examples to help students who are preoperational or concrete operational to understand these abstract concepts. (see the section "Levels of Difficulty in the Project" for further explanation of Piaget's cognitive stages).

The introductory lessons do not cover every aspect dealt with in the "Guide" but they do cover all the major ones. The introductory lessons are on the following topics:

- IN-1 Bermuda Triangle. Introductory reading for overview and motivation
- IN-2 Identifying evidence
- IN-3A Identifying and evaluating evidence
- IN-3B Identifying and evaluating evidence
- IN-3C Evaluating evidence
- IN-4 Values
- IN-5 Conclusions
- IN-6 Assumptions
- IN-7 Types of reasoning
- IN-8 Key questions. This is meant to help students evaluate the reasoning used in arguments.
- IN-9 Fallacies

For IN-3A, 3B, and 3C you can select the demonstration (3A or 3B) that you prefer. Then, if you'd like, you can follow the demonstration up with the worksheet on evidence (3C).

When you have students refer back to the "Guide" to do the worksheets, have them look at the "Outline of the Guide" for easier reference.

INTRODUCTORY LESSONS

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IN-1 Lesson Plan
The Bermuda Triangle

The main objective of this sheet is to help students to see that they shouldn't believe everything they read or hear - that some arguments are not as strong as they appear at first. It is intended to help students to be more skeptical.

One way to use the sheet is to have students read it and ask them to write down their reaction to it. When everyone has written something, then ask the students what they think about the reading. After quite a few opinions are expressed have them read the relevant information and write their reaction again. Then ask them what they learned from the lesson.

You could also use the reading for developing a number of other skills such as: finding the main point, identifying value and emotional words, locating assumptions and fallacies and evaluating evidence.

IN-2 Answer Key - Evidence

1. (Historian A) - A
2. (Historian B) - C - "said" = statements by witnesses.
3. (Historian C) - B - statistics which might be verified, but we don't have the source.
4. (Historian D) - B - This is worth discussing. While no source is given, it could easily be checked which makes it more reliable. In fact, it is probably more reliable than some factual information which does include the source. On the other hand, without the source we cannot tell more specifically what the convictions were for.

IN-3A Lesson Plan
Evidence

Payment for Candy

Have five students go out into the hallway. Instruct students #1, 2, and 3 to stay near your door, student #4 to go 10 feet away and watch the three students near the door, and student #5 to go 10 feet in the other direction and watch the three students. Prearrange with two of the students near the door that they are to engage in a transaction. Student #1 gives Student #2 an eraser (representing a piece of candy), Student #2 gives Student #1 a piece of chalk (representing a quarter) for it. Then the Student #1 will claim that Student #2 never paid him/her; and the two will argue about it.

Bring in the five students and tell the class that an event has just taken place and that they have to figure out what happened and who is telling the truth by asking questions. When questions about the candy and money are asked, you can explain that the eraser is the candy and the chalk is the money. Tell all the participating students that they have to tell the truth about what they saw or did, except for Student #1 who can lie about the payment. Also all the students should only answer the questions which are asked.

After the class has asked questions of the participants the teacher can ask:

1. Which was a statement by a witness ?
2. Which was a written document ?
3. Which was an object ?
4. Look at your "Guide to Critical Thinking." How good was the statement or testimony by murderer, witnesses, etc.? How good was the eraser (candy) or chalk (quarter) as evidence ?

Tell the students that what they have just done by asking questions is partly what historians do. Have them look at the worksheet on evidence, IN-3C.

IN-3B Lesson Plan
Evidence

MOCK MURDER IN THE HALLWAY:

Have five students go out in the hallway. Instruct three students to stay near your door, one student go 25 feet away in one direction and watch the three students near your door, and the other student go 25 feet in the other direction and watch the three students. One of the three students gets a squirt gun. Instruct him that when he is ready he is to take out the toy gun and pretend to kill one of the other students by yelling "bang!"

Bring in the five students - one is "dead" - and tell the class that they have just heard an event. They are to investigate it by asking questions of the participants. (Tell the participants beforehand that they should tell the truth, except for the murderer).

The teacher can then ask the class questions about the investigation:

1. Which was a statement by a witness?
2. Which was a document?
3. Which was an object?
4. Look at your Guide to Critical Thinking. How good was the statement or testimony by murderer, witnesses, etc. ? How good was the gun as evidence? Suppose you found only the murderer's fingerprints on it?

OR

The teacher can be the prosecuting attorney presenting the case to convict the murderer. He can ask questions of the witnesses, produce the gun with fingerprints of the murderer on it, and produce a letter (just fake it) showing that the murderer didn't like the victim. Then you can ask the above questions.

Tell the students that what they, as investigators, have just done is what historians do. Have them look at the attached handouts.

IN-3C Answer Key
Evidence

You are now a historian trying to figure out who stabbed John Jones in the corridor at Hamilton-Wenham, but in 1940, not today. As a historian, you have the following pieces of information (evidence):

- A. There was an investigation by police into the alleged murder of John Jones.
1. The police concluded that he was murdered by stab wounds.
 2. The police had three suspects: 1. Clarence Kelly, 2. Slim Stowell, and 3. Luke Levin. All three were in the corridor within 10 feet of John Jones when he was murdered.
 3. The police felt they had enough evidence to prosecute Luke Levin.
- B. There was a trial of Luke Levin for the alleged murder of John Jones. In the trial:
4. Luke's girlfriend said he was a good person and he never would kill anyone.
 5. A teacher testified he opened the door of his room and entered the corridor as soon as he heard John Jones scream. No one could have moved, and no one was moving when he looked into the corridor. John was lying on the floor while Luke, Clarence, and Slim were standing within 10 feet, looking at him. Luke was closest to John.
 6. Clarence testified that he didn't do it, but he was looking the other way so he doesn't know whether Luke or Slim did it.
 7. Slim testified that he didn't do it, that Luke did it.
 8. Luke testified that he didn't do it, that Slim did it.
 9. Witness A, who didn't know any of the men, said he heard John say "No, Luke, no" right before the murder.
 10. Witness B, who was 35 feet away and who didn't know any of the men, said he saw Luke stab John.
 11. The knife was shown to have Luke's fingerprints on it, and only Luke's.
 12. Both Luke and Slim had knives with them on that day, according to Clarence.
 13. The police found a knife on Slim at the scene of the murder, as well as the knife in John. No other weapons were found.

IN-3C Answer Key
Evidence

14. An IOU note was produced at the trial showing that John owed Luke \$300, which was due to be paid three days before the murder.
15. Witness C testified that Slim did not like John.
16. Witness D, 50 feet away, testified that she saw Luke stab John.
17. Witness E, in another part of the building, not within sight of the murder scene, says he's sure Luke killed John.
18. A letter was presented at the trial, by Luke's girlfriend, to her mother in which she says Luke hated John.

C. The jury found Luke guilty of murder.

1. As a historian, do you think the jury was right in its verdict? Yes. Why? Point out that the question of guilt or innocence in a trial is different from the probability of truth in history. In history we do not have to prove something true beyond a shadow of a doubt, as in a court trial, but rather by a preponderance of evidence.
2. Give one example for each type of evidence presented. Just write the number of the evidence on the line:

All others A. Statements by witnesses

18, 14 B. Documents (written information)

11, 12 C. Objects

3. Evaluate (judge) the following evidence according to the factors (criteria) given.

Factors	#4	#7	#10	#11	#14	#17	#18
1. Witness has reason to lie?	Yes	Yes	No	No	No	Not that we know of	No
2. Public or private statement?	Public	Public	Public	Private	Private	Public	Public
3. Primary or secondary?	Prime?	Prime	Prime	Prime	Prime	Secondary	Primary
4. Other evidence showing the same thing?	#8(Luke) (very little)	Yes	Yes	Yes	Yes	Yes	Yes

Compare the reliability of evidence #4 and #18.

IN-4 Lesson Plan
Values

Write on the board:

"Students should not be allowed to go to the bathroom during class because if they do it disrupts class."

1. Make a general value statement:

(Something which disrupts class should not be allowed.)

2. Other examples:

A. "Fire drills disrupt class. Should we not have them?"

B. "If your arm is cut and you might bleed to death, should you be allowed to raise your hand to tell the teacher even though it disrupts class?"

Discuss: The teacher could qualify the original statement.

Write on the board:

"We should raise the age at which people can drive to 21. That way the number of accidents will be reduced."

1. Make a general value statement:

(Something which reduces accidents should be done.)

2. Other examples:

A. Banning cars, or giving no licenses, will reduce accidents.

B. Making all cars with a maximum speed of 10 mph will reduce accidents.

The teacher could qualify the original statement:

"Since people aged 16-21 cause more accidents, we should raise the age at which people can drive to 21."

Ask for new examples:

("Throwing people aged 16-21 into jail will reduce traffic accidents also. Should we do that?")

Teacher modifies again, etc.

Give students values sheet.

IN-4 Answer Key

WORKSHEET - VALUES

- A. 1.) Already done for the students.
2.) Point out that the person who made the statement will now have to change it, somehow. "The Indians weren't using it right and they weren't civilized." You (the student) can then attack the new argument.
- B. 3. General value statement: When there is no good evidence that someone is guilty of wrongdoing, he should not be punished (ie. hung).
4. Other examples: (If the students can't come up with any examples, ask them what that tells them.)
- C. 5. General value statement: You should always do what earns you the most money.
6. Other examples: The U. S. could earn more money by selling all our military weapons and factories to Russia. Should we do that?

IN-5 Lesson Plan Conclusions

Write on the board:

1. "The bell rang. 2. When the bell rings it means class should start. 3. Therefore, we should start class."

Look in your "Guide to Critical Thinking." Conclusions are on pages 2-3.
Which sentence is the conclusion?

Repeat:

1. "Boys are better at track than girls. 2. So boys track should get more money for equipment than girls track. 3. How can you argue with that?"

(Pick an appropriate one for your classroom.)

1. The sun shines through the window only in the afternoon.
 2. The sun is shining through the window.
- (Conclusion is unstated in this one.)

Now, try the worksheet on conclusions.

IN-5 ANSWER KEY

WORKSHEET - CONCLUSIONS

1. C ("so" is a cue word for a conclusion)

Premise - When the bell rings, it's time for lunch.

Premise - The bell just rang.

Conclusion - ∴ It is time for lunch.

2. A

Premise - People on the swim team swim better.

Premise - Mary is on the swim team and John isn't.

Conclusion - ∴ Mary is a better swimmer.

3. B ("Since" is a cue word for a premise, which eliminates sentence 1).

4. A (You'll get discussion of this one. It can be set up as:

Premise - We have a better team.

Conclusion - ∴ We won.

OR

Premise - We won.

Conclusion - ∴ We have a better team.

However, the word "because" indicates that that part of the sentence is the premise, so "we won" is the conclusion. The important thing is not so much the right answer as that the students are thinking in trying to find the conclusion. "What is he trying to convince me of?"

5. B What the person is trying to prove is that the best lunches are served on Tuesdays.

IN-6 Lesson Plan
Assumptions

Teacher holds up a brown bag full of something (paperclips) and says:

"When I pull something out of here it will be a paperclip. What am I assuming is true?" (Only paperclips in the bag.)

"If I leave the bag here for awhile when I return it will still be here. What am I assuming?" (No one will move it.)

Look in your "Guide to Critical Thinking" at the section on assumptions. (Read over the explanation and examples.)

Now try the worksheet on assumptions.

IN-6 ANSWER KEY

WORKSHEET - ASSUMPTIONS

1. C I'll have a head start.
But you run faster than me.
∴ You'll get there first.
2. B Beth is older than Roger.
Roger is older than Marie.
∴ Beth is older than Marie.
3. B
4. Fred works for the Shell Station.
The Shell Station hires only good mechanics. (assumption)
∴ Fred must be a good mechanic.

IN-7 Lesson Plan
Types of Reasoning

A. Teacher says: (Evidence or Proof)

1. "Suppose your mother told you that if you mowed the grass you could go out the next night. The next night, after you mowed the grass, when you're getting ready to go, your mother says, 'Where do you think you're going, you can't go out.' What would you say?"
(But you said I could if I mowed the grass.)

This is proof reasoning. You bring up something she said earlier to prove you should be able to go out. Suppose she said "You didn't mow the grass." What would you say next? (Look at the grass). What would this be, logic, evidence, or values? (Evidence)

2. "Suppose you are a defense lawyer for Jones and you have five witnesses who will show that Jones didn't commit the crime. Suppose the judge, before the trial asks if there is enough evidence to even try Jones. The prosecutor says there is. The judge asks you how you're going to prove Jones is innocent. What would you say?"
(I have witnesses who will show that Jones didn't do it.)

This is also proof reasoning.

3. "Suppose we're trying to find out who threw the ball that broke the glass. Anne and Theresa were the only ones in the room when the ball went through the window. What would you say if you knew Theresa had no arms? (Anne probably threw the ball.)

This is also proof reasoning.

B. Teacher says: (Cause and Effect)

1. Suppose Jenny is very sick to her stomach and is brought to the emergency room. You're the doctor, what are you going to do? (examine her, ask questions). What are you going to ask? (What have you eaten?) What are you trying to find out? (What caused this?) Suppose you found out that Jenny ate a ham sandwich with mayonaise at a picnic which was left out in the sun for eight hours, and that every other person who ate a ham sandwich got sick. What would you conclude? (Sandwiches caused her to be sick.)

This is cause and effect reasoning.

C. (Sample/Generalization)

Teacher holds up a brown bag full of something (paper clips). He says "when you're ready to make a conclusion, tell me." He starts pulling out paper clips. When someone eventually says something like "It's a bag full of paperclips", write it on the board. "Do you know for sure that this is true? Did you look at everything in here? What did you look at? (A sample) So this is sample reasoning. What we've written on the board is called a generalization. We could have written, 'Most of the items in the bag are paperclips.' Still a generalization."

IN-7 Lesson Plan
Types of Reasoning

Suppose I want to prove this is a bag full of paperclips. I look in the bag each time (maybe there's rubber bands in it, too) and pull out a paperclip. Or suppose I pulled out only two paperclips before we made our conclusion? These are not really fair samples--these are fallacies, the first is special pleading, the second is an unrepresentative sample.

D. Teacher says: (Comparison)

1. "Suppose you drove in an autocross road race in the North Shore Shopping Center Parking Lot a month ago. You drove your 1978 Honda Civic, which was in D Class, and your best time was 31.5 seconds. Now suppose Harry told you that last Sunday he drove in an autocross and his best time was 29.8 seconds, so he's a better driver than you. You can ask him any three questions. What would you ask? (1. What kind of car? 2. What was the best time of day? 3. What class were you in?) What are you trying to get at with your questions? (Show there are differences in the two times.)

This is comparison or analogy reasoning. It's comparing two events or cases and making an argument from the comparison (Harry's a better driver). What you try to do with comparison arguments is ask questions to see if the cases are similar enough to make you accept the conclusion. Would you agree that Harry's a better driver than you, from this argument? (No)

2. Suppose the teacher gave an assignment from textbook A (hold it up). John got that textbook; which of these three other textbooks should I choose from which to do my assignment (holds up 3 others)? (Textbook B is the same as A) Why should I pick B? (same) How do you know they're the same? (cover the same, look inside). So the argument is: Assignment from A. B same as A. . . . Can do assignment from B. It's comparison (analogy) reasoning.

E. Teacher says: (Debating)

1. Harry said he's a better driver than Joan in autocross because he had a lower time last Sunday. But Harry didn't prove this because he was driving a faster car, in a higher class, and on an easier course. // Actually Joan is a better driver because . . .

This is a debating argument up to the double line. He's talking about someone else's argument and showing why it is weak. Many, many historians use this style of argument in their articles and books. Notice that this argument is a good one. It is all right to show why your argument is better than another argument with a different point of view.

You might want to review each type of reasoning, as listed in the "Guide". You could summarize each example on the board.

- A. Evidence (Proof) - Mom and going out if you mowed the grass
- B. Cause and effect - Why is Jenny sick? - ham sandwich
- C. Sample (Generalization) - Is it a bag full of paperclips?
- D. Comparison (Analogy) - Harry's a better driver because his time was lower.
- E. Debating - Harry's argument is weak because

Now have the students do the worksheet on types of reasoning. Discuss the answers. #7 may be difficult, so go over it.

IN-7 ANSWER KEY

WORKSHEET - TYPES OF REASONING

1. D Compares Fred's race with this race. It can also be considered cause and effect reasoning, but it is mainly an analogy.
2. C A sample of all the kids who went to the dance.
3. D Cue word - "like".
4. E Refers to Karen and her argument and attempts to refute it. It attacks Karen's argument by attacking her sample and her evidence (proof).
5. B/D Mainly cause and effect - cue word "reasons" = causes. Proof would be bringing up an argument or evidence to show why (prove) they were causes. Proof also might be eliminating other possible causes. It is also a sampling of the causes.
6. E "Other historians have said . . ." and then tries to refute.
7. A Eliminates other possibilities to prove that Christine bought the refrigerator.

Remind students that many historical arguments are a mixture of several types of reasoning. The purpose of identifying the types is to better know how to evaluate the arguments.

IN-8 Lesson Plan

Key Questions

These problems are intended to help students to understand the difference in arguments according to the Key questions for the five types of reasoning. That is, what constitutes a letter or worse analogy, generalization, cause and effect, proof, or debating argument.

The best way to use these worksheets is to have students turn in their "Guides" to the section on types of reasoning and key questions, go over it with them to refresh their memories and have them do the problems on these worksheets. (Students should already have done IN-7 on types of reasoning for doing this lesson).

IN-8 Answer Key

A. Comparisons:

1. A. Grades in courses in general and specifically in history are important for comparison. Having the same teacher seems an important factor since different teachers count differently.

In B, intelligence may be important but does not seem as important as past performance in history or as important as having the same teacher.

In C, knowing as much about history may be important, but again not as important as the other factors.

2. C. In A & B the two races are not the same. In C more factors are shown to be similar, and they are important (such as the temperature).

Note:

The right answers to these problems is not the important aspect of them. The main objective of the problems is to instruct the students through example, on what to look for in analogies. Even students who got wrong answers on these problems will learn that analogies which are similar in more significant ways are better than those which are not.

You could point out to students the cause and effect elements also involved in both problems. In # 1 is it doing the homework plus having a particular teacher plus having a certain aptitude for history which caused Harry to get an "A"? In # 2 is the amount of water ingested an important cause in finishing a race?

- ### B. Samples:
- (Note that the three sample problems introduce three variables in samples: size, representativeness, and time.)

3. D. This is easy, but it may help students to remember that the size of the sample is important.

4. B. B seems best because it is designed to be representative of all the groups in the city. E seems good because it looks random. However, it isn't because some groups may not own telephones (reminding one of the famous telephone poll taken in the 1948 election which predicted that Dewey would win), and because people at work would not be sampled. What may surprise some students is that the size of the sample is not the key factor in this case. The 450 people asked at the country club are not very representative of the city as a whole, even though this is the largest sample. You might tell students that polls taken before presidential elections (which have been accurate) sample only about 1200 to 1500 people, but they are designed to be representative of all ages, occupations, regions, social classes,

IN-8 Answer Key

4. B. (continued)

and so forth.

5. C. C seems best because it samples a broader, span of time. Time is an important variable in historical samples which does not appear as often in samples outside of historical investigation. Answer A is better in the respect that it covers all the states. However, the broader time span seems more important in this case. You could point out that historians frequently study a smaller part (one state, one county, one ten-year period) of a larger question to test the validity of the larger generalization (i.e. "Slaves had a short life expectancy").

(Note that the explanation of generalizations in the "Guide" and this worksheet do not explain differences in types of generalizations: factual, definitional, hard, soft, collective, and statistical. We recognize that this is a disadvantage, but we felt it would be too confusing to explain all these to students. The idea of the sample will help with most generalizations.

C. Cause and Effect:

6. B. This is the answer which shows the most direct connection between the meat and the sickness. You might want to mention to students that this is also a proof argument. The blood test is evidence (object) to prove the cause. Answer C is a fairly good correlation, but it doesn't show the connection. Maybe they ate something else or breathed in poison, or had sun stroke which caused the sickness.
7. C. This statement explains to some extent the alliances led from the assassination at Serajevo to War, while the other answers do not. This answer is not a great explanation. For example it doesn't explain why Germany decided to honor her alliance, or why she attacked France. However, it is the best explanation of the three answers.

D. Proof:

(Note: These judge how evidence is used, rather than the evidence itself).

8. D. This best proves the particular conclusion given. Point out to students that this is not the evaluation of the evidence (according to PROP, for example) but rather the assessment. The extent to which the evidence proves the argument the historian makes. This is why each of the answers is the same in terms of evidence itself ("A government study---").

IN-8 Answer Key

9. C. This best proves the point about life expectancies over the entire time span.
You could point out that both of these problems involved samples also.

E. Debating:

10. A. This answer is best because it attacks the basis for John's conclusion. B and D are ad hominem arguments. C offers counterargument which is a good way to debate, but in this case it offers only a different opinion about the most important criteria without supporting this opinion. Answer A is better because it attacks John's argument directly.

IN-9 Lesson Plan
Fallacies

This worksheet is provided so that you can give the students practice in identifying fallacies. As was mentioned previously, we feel that working with key questions is more fruitful for developing critical thinking skills. Also, many of the worksheets in the booklet have questions on fallacies. Still these could be done as a regular class exercise, or given as individual or extra credit work.

IN-9 Answer Key

1. Hasty generalization.
2. Either/or.
3. Irrelevant proof.
4. Attacking the arguer.
5. Correlation as cause.
6. Hasty generalization.
7. Bad analogy or hasty generalization (oversimplification).
8. Unrepresentative sample.
9. Negative proof.
10. Attacking the arguer.
11. Appeal to authority - rather, misplaced authority.
12. Negative proof.
13. Attacking the arguer.
14. Either/or or false assumption.
15. Special pleading - what about the bad effects? These have to be accounted for in the argument.
16. Negative proof.
17. Irrelevant proof.
18. Post hoc.
19. Either/or.
20. Irrelevant proof.
21. Attacking the arguer.
22. Attacking the arguer or straw man.
23. Hasty generalization (oversimplification).
24. Appeal to the golden mean.

KEYS TO LESSONS

Booklet 3
Overview of Lessons

Unit	Lesson	Summary of Lesson	Level of Lesson	Length of Lesson in Class Periods
Reconstruction	RC-1A	Logic Worksheet	2-3	$\frac{1}{2}$ -1
	RC-1B	Logic Worksheet	4	$\frac{1}{2}$ -1
	RC-2	Logic Worksheet	4	$\frac{1}{2}$
	RC-3A	Analyze Viewpoints	2-3	$\frac{1}{2}$ -1
	RC-3B	Analyze Viewpoints	4	1
	RC-4	Logic Worksheet	2-3	$\frac{1}{2}$ -1
Industrialism	I-1	Evidence Worksheet	1-2-3	$\frac{1}{2}$
	I-2	Logic Worksheet	4-5	$\frac{1}{2}$
	I-3A	Rewrite Arguments and Logic Questions	3	$\frac{1}{2}$ -1
	I-3B	Rewrite Arguments and Logic Questions	4	$\frac{1}{2}$ -1
	I-4	Debate	2-3-4	2-3
Labor	L-1A	Logic Worksheet	2-3	$\frac{1}{2}$
	L-1B	Logic Worksheet	3-4	$\frac{1}{2}$
	L-2A	Analyze Viewpoints	1-2	$\frac{1}{2}$ -1
	L-2B	Analyze Viewpoints	3	1
	L-2C	Analyze Viewpoints	4-5	1-2
	L-3	Logic Worksheet	3-4	$\frac{1}{2}$
	L-4	Analyze Viewpoints or Debate	2-3-4	1-2
Progressivism	P-1	Analyze a Novel	3-4	1-3
	P-2A	Logic Worksheet	1-2-3	$\frac{1}{2}$
	P-2B	Logic Worksheet	3-4	$\frac{1}{2}$
	P-3	Logic Worksheet	4-5	$\frac{1}{2}$
	P-4	Analyze Viewpoints	4-5	1-2
	P-5	Logic Worksheet	3	1

Booklet 3
Reconstruction to Progressivism

Chart of Skills

Skills	Lesson→	Reconstruction						Industrialism				
		RC-1A	RC-1B	RC-2	RC-3A	RC-3B	RC-4	I-1	I-2	I-3A	I-3B	I-4
1. Identifying conclusions		.	.	.					.	.	.	.
2. Identifying main points of longer arguments					.	.						
3. Identifying assumptions		.	.	.		.			.	.	.	.
4. Identifying types of reasoning		.	.	.	.	.			.		.	.
5. Evaluating types of reasoning (by key questions)					.	.						.
6. Identifying evidence used to support an argument					.	.						.
7. Evaluating evidence							.	.				.
8. Identifying information which supports or contradicts an argument		.	.									.
9. Identifying fallacies in arguments			.	.	.	.			.	.	.	.
10. Identifying unclear or undefined words											.	.
11. Identifying value words		.	.	.	.							.
12. Identifying and evaluating value statements												.
13. Using analogies in arguing												
14. Recognizing fact versus opinion												.
15. Recognizing the author's point of view		.	.								.	
16. Recognizing the author's view of history						.						
17. Identifying and evaluating inferences							.					
18. Comparing history with other disciplines (science, literature)												
19. Using MARKER or other model to analyze arguments						.						
20. Eval. arguments according to standards of excellence in history												
21. Evaluating films, cartoons or pictures												

Chart of Skills

Skills		Unit → Labor/Immigration								Unit → Populism/Progressivism						
		Lesson → L-1A	L-1B	L-2A	L-2B	L-2C	L-3	L-4	P-1	P-2A	P-2B	P-3	P-4	P-5		
1.	Identifying conclusions	.	.				.			.	.		.			
2.	Identifying main points of longer arguments			.	.	.		.	.			.				
3.	Identifying assumptions	.	.	.	.	.		.		.	.		.			
4.	Identifying types of reasoning	.	.	.	.	.	.	.		.	.	.	.			
5.	Evaluating types of reasoning (by key questions)			.	.	.	.	.	.	.	.		.			
6.	Identifying evidence used to support an argument			.	.	.										
7.	Evaluating evidence			.	.	.		.					.			
8.	Identifying information which supports or contradicts an argument				.	.			.					.		
9.	Identifying fallacies in arguments		.		.	.				.	.	.				
10.	Identifying unclear or undefined words	.					.									
11.	Identifying value words	.	.							.						
12.	Identifying and evaluating value statements															
13.	Using analogies in arguing								.							
14.	Recognizing fact versus opinion															
15.	Recognizing the author's point of view	.							.				.	.		
16.	Recognizing the author's view of history					.			.				.	.		
17.	Identifying and evaluating inferences					.			.					.		
18.	Comparing history with other disciplines (science, literature)								.							
19.	Using MARKER or other model to analyze arguments					.										
20.	Evaluating arguments according to standards of excellence in history					.			.							
21.	Evaluating films, cartoons or pictures															

Explanation of the Lesson Plans

The lesson plans have been written in a set format.

1. Purpose of the Lesson - explains the objectives of the lesson and the critical thinking skills that are taught.
2. Student Preparation for the Lesson - explains what knowledge or skills students must have or may need in order to do this lesson.
3. Introducing the Lesson - describes how to begin the lesson. The emphasis here is on interest. Often, questions are asked about something which is familiar and interesting to the students. This helps students who are concrete operational or preoperational thinkers to better understand the abstract concepts involved in the lesson. (See the section "Levels of Difficulty in the Project" for further explanation of Piaget's cognitive stages). Then the introductory questions are connected to the topic to be dealt with in the lesson.
4. Lesson Options - explains various ways to use the materials. Option A is usually a fairly complete, step-by-step, explanation of the lesson plan. The other options offer alternatives to particular steps in the lesson plan described in option A.
5. Altering the Lesson - explains what level of student the lesson is aimed at, and how to modify it for either higher or lower ability students. This would also allow teachers to individualize the lesson within a class. Wherever there are A and B designations (such as E-3A and E-3B) the lessons are on the same material. The A lesson is always for lower ability students. Within a heterogeneous class the teacher could use the A lesson for the lower ability students and the B lesson for the higher ability students.
6. Troubleshooting - explains possible problems that might arise and gives ideas for dealing with them.

REMEDIAL PROBLEMS

E.P. Lesson Plans

Remedial Problems

These problems are intended to be used with students who are having difficulty with a specific skill. The teacher would copy the sheet for that skill and have the student do the worksheet. Then the teacher could go over each answer, explaining points as he/she goes along.

The remedial problem sheets are on the following skills:

	Skill Involved	Difficulty
EP-1	Values	Easy (Below average senior high school students)
EP-2	Conclusions	Easy (Below average)
EP-3	Conclusions	Average (Average senior high school students)
EP-4	Conclusions	Average to Difficult (Above average senior high school students)
EP-5	Undefined words	Average
EP-6	Assumptions	Easy
EP-7	Assumptions	Average
EP-8	Assumptions	Difficult
EP-9	Types of Reasoning	Average to Difficult
EP-10	Fallacies (Stereotyping, Correlation as Cause, Special Pleading, Hasty Generalization)	Average to Difficult
EP-11	Fallacies (Straw man, prevalent proof, either/or, false scenario)	Average to Difficult
EP-12	Fallacies (Equivocation, Either/or, Begging the Question)	Difficult

RECONSTRUCTION

81

90

RC - 1A Lesson Plan

I. Purpose Of The Lesson:

- A. To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.
- B. To get students to consider that their textbook makes judgments about the historical topics covered. These judgments should be given the same scrutiny as any other judgments and not simply accepted as the truth.

II. Student Preparation For The Lesson:

- A. Some background on reconstruction is recommended before students do this worksheet.
- B. Students should have done some work on conclusions, assumptions, types of reasoning and value words. If no critical thinking booklets have been used previously, then use the introductory lessons on these skills which are the first few worksheets after the "Guide to Critical Thinking" in the student booklet.

III. Introducing The Lesson:

- A. Make sure the students understand the basic information about reconstruction by asking questions on it. Who were the Radical Republicans? Who was Thaddeus Stevens? What was Andrew Johnson trying to do? What were the Reconstruction legislatures? Were they corrupt? What were Lincoln's plans for reconstruction? What effects did reconstruction have on blacks? Why did it have this effect?
- B. To help students understand some of the issues involved in reconstruction have them answer the questions on the "Frame of Reference on Reconstruction" handout.
- C. Ask students why a politician might propose giving everyone in the country a new car. Then ask them why a politician might propose an increase in welfare payments. These questions should get at the idea that there are several possible motives for political proposals. Tell the students that the motives of the Radical Republicans, carpetbaggers, and southern whites are important questions in regard to reconstruction.

IV. Lesson Options:

- A. Introduce the lesson, give the students the worksheets to fill in and discuss the answers as a class.
- B. Have the students fill in the worksheets and discuss their answers in groups.

V. Altering The Lesson:

- A. Level of the lesson - aimed at average senior high school students. The vocabulary is not too difficult, but the ideas of motive and effect-to-cause reasoning are fairly abstract.
- B. Making the lesson more challenging - use RC - 1B instead.
- C. Making the lesson less difficult - skip questions 7 and 10.

VI. Troubleshooting:

- A. This isn't one of the most interesting topics in American History in our view. If the students have already done some on these skills, do the worksheet quickly and move on to another lesson.
- B. The answers are fairly clearcut. If students disagree, ask them for their reasons, but don't spend a lot of time arguing with them.
- C. Some students will likely skip questions 11 & 12 because it involves some time and effort. You can avoid this problem by having students do these questions in class or by warning them that you will collect and grade the homework.

RC - 1A Answer Key

1. B "Therefore"
2. C "Ignorant" makes a judgment about the freedmen.
3. C The argument could be written out.

Premise: Some of the people in Reconstruction legislature were uneducated and ignorant.

Assumption: Having uneducated, ignorant people in government leads to corruption.

Conclusion: Therefore, Reconstruction legislatures were corrupt.

Note that the assumption is stated in general terms.

4. C "Therefore"
5. A It isn't the same type of assumption as in question 3, but it is an assumption.
6. A
7. C or D This is a hard question to figure out. This reasons that a certain effect (Southern interference with black voting) was prevented by a certain cause or interference (Radical control). It also argues that if something had not happened something else would have happened anyway. This is a proof argument (a scenario).
8. B
9. E
10. A
11. { It depends on the textbook. The important thing is to focus
12. { on the reasons for student's choices.

RC-1B Lesson Plan

I. Purpose of the Lesson:

See RC-1A "Purpose of the Lesson".

II. Student Preparation for the Lesson:

See RC-1A "Student Preparation".

III. Introducing the Lesson:

See RC-1A "Introducing".

IV. Lesson Options:

See RC-1A "Lesson Options". If you use Lesson Option A you will find the Frame of Reference Sheet with RC-1A materials.

V. Altering the Lesson:

- A. Level of the lesson - aimed at above-average senior high school students.
- B. Making the lesson more challenging - have students write out one or two problems similar to the ones on the worksheet for their classmates to figure out.
- C. Making the lesson less difficult - use RC-1A instead. Or skip questions 7, 10, 12 and 13.

VI. Troubleshooting:

See RC-1A "Troubleshooting".

RC-1B Answer Key

1. A Premise: Many of the people in Reconstruction legislatures were uneducated and ignorant.
Assumption: Having uneducated, ignorant people in government leads to corruption.
Conclusion: Therefore, (of course) the Reconstruction legislatures were corrupt.
2. C
3. C See the explanation for question #1. Note that the assumption is stated in general terms.
4. C
5. A
6. A Premise: When Southern whites took over, blacks were no longer allowed to vote.
Conclusion: Therefore, the Radical Republicans were correct in trying to protect the freed blacks from being left to the control of the Southern whites.
7. C or D. See the explanation for #7 in RC-1A.
8. B
9. C, It is possible that the interference by the Radical Republicans itself caused the effect (Southern prevention of black voting). Southern whites may have disenfranchised the blacks because of resentment over Radical interference or because blacks voted Republican (i.e. for the Radicals).
10. E
11. A
12. D
13. A, C, or E. Our preference is for "C". The key word is "if". The author offers some reasons why we should consider that Lincoln may have done better, but how can we know? Lincoln's popularity may have dropped and he may have had as difficult a time dealing with the Radical Republicans as did Andrew Johnson.
14. 15. It depends on the textbook. The important thing is to focus on the reasons for student choices.

RC-2 Lesson Plan

I. Purpose of the Lesson:

To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.

II. Student Preparation for the Lesson:

A. Students should have done some work with conclusions, fallacies, value words, types of reasoning, and assumptions. If no previous worksheets (such as RC-1A or 1B) have been used by students, then use the introductory lessons on these skills which are the first few worksheets after the "Guide to Critical Thinking" in the student booklet.

B. Some background on reconstruction is recommended before students do this worksheet.

III. Introducing the Lesson:

A. Write on the blackboard:

"Students will pay dues to go for scholarships for 20 students per year."

What do they think of this? Would this policy be worthwhile? Tell the students that the issues surrounding this type of policy are ones that are involved in reconstruction. It is important to get students to think about the differences between this case and the case of letter A on the worksheet. See the note in parentheses after question #2 on the answer key.

B. If you used neither RC-1A or RC-1B, then you could use the ideas for introducing the lesson in those lessons.

C. Just do the worksheet - no introduction.

IV. Lesson Options:

A. Have the students fill in the worksheet for homework, show the answers on the blackboard or an overhead, and ask if there are any answers which the students would like to discuss.

B. Discuss each of the answers as a class.

C. Students compare answers in groups.

V. Altering the Lesson:

A. Level of the Lesson - aimed at above-average senior high school students.

B. Making the Lesson Less Difficult - skip questions 5 and 6.

VI. Troubleshooting:

Just analyzing sentence arguments may not seem too exciting to some students. The best way to avoid problems is to do the worksheet quickly, as outlined in lesson option A. As a five-or ten-minute activity this lesson should go all right.

RC-2 Answer Key

1. B
2. A - The author does not tell us what the cost is of the agency. How many blacks did it help and in what ways? For example, the agency may have squandered millions of dollars, and helped 6 freedmen with many of their problems. This would not show that the agency was "worthwhile."

(Refer back to the original statement you wrote on the blackboard. How is the case of aid for freed blacks in the 1860's different from aid for students to go to college in the 1980's? Are these important differences?)
3. B
4. D
5. D - The author attempts to prove the KKK was justified by showing there was no other choice.
6. C
7. B
8. Most poor drivers are women. (Or more women are poor drivers than men.)

RC-3A Lesson Plan

I. Purpose of the Lesson:

See RC-3B "Purpose of the Lesson"

II. Student Preparation for the Lesson:

See RC-3B "Student Preparation"

III. Introducing the Lesson:

See RC-3B "Introducing"

IV. Lesson Options:

- A. See RC-3B Lesson Option A.
- B. You could have students read the two viewpoints and debate the issue of why the Radical Republicans tried to help the blacks during Reconstruction.

V. Altering the Lesson:

- A. Level of the Lesson- aimed at average senior high school students.
- B. Making the Lesson More Challenging- do RC-3B instead.
- C. Making the Lesson Less Difficult- skip the section of questions 2 and 6 on "what's possibly wrong with the reasoning"- it's difficult. Or skip questions 2 and 6 entirely.

VI. Troubleshooting:

Students may have difficulty with questions 2 and 6. To avoid student frustration, you could skip these questions.

RC-3A Answer Key

Historian A

1. Main Point:
The Radical Republicans were out to help themselves, not the Southern blacks.
2. Type of reasoning, key question and assessment of:

<u>Sentences</u>	<u>Type of Reasoning</u>	<u>Key Question</u>	<u>Anything wrong with this reasoning?</u>
a. I & II	(Done for students on the question sheet.)		
b. IV	Sample ("Most of them..")	Is it a good sample?	We don't know how good the sample is, since no evidence is given to support it. It sounds like a hasty generalization, but we can't tell.
c. VIII	Cause and Effect	Does the historian show the connection between the cause and the effect?	Not very well. The destruction of the Civil War could have kept the South run-down for years with or without corrupt governments there. There have been corrupt governments in prospering societies.
3. Evidence is offered in sentence VII - "A Congressional Committee reported..."
4. Listen for their choices.

Historian B

5. Main point:
The Radical Republicans were really trying to help the blacks, not themselves.
6. Type of reasoning, key questions, and assessment of:

<u>Sentences</u>	<u>Type of Reasoning</u>	<u>Key Question</u>	<u>Anything wrong with this reasoning?</u>
a. I & II	Debating	Does he/she attack the other argument fairly?	The attack is not fair. He/she is bringing in an emotional issue (patriotism) and attacking the arguers as unpatriotic.
b. IV	Sample ("Most...")	Fair sample?	We don't know since no evidence is given.

RC-3A Answer Key

<u>Sentences</u>	<u>Type of Reasoning</u>	<u>Key Question</u>	<u>Anything wrong with this reasoning?</u>
b. Cont'd	Cause and Effect	Does the historian show the connection between the cause and the effect?	It is logical that railroad construction, better education, and rebuilding could cause increased spending. We need some evidence that they did cause it, before we accept it.
c. VI	Sample ("Many")	Is it a good sample?	Since no evidence is offered, we don't know. How many is many?
7.	No evidence is offered.		
8.	Listen to the reasons for their choices.		
9.	Unbiased, objective.		

RC-3B Lesson Plan

I. Purpose Of The Lesson:

- A. To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.
- B. To help students to analyze longer (more than one or two sentences) arguments.

II. Student Preparation For The Lesson:

- A. Students should have done some work on conclusions (main points), assumptions, types of reasoning, key questions, and evidence.
- B. Students should have some background on reconstruction.

III. Introducing The Lesson:

- A. Ask students if they feel the national, state, or local government today is corrupt. How extensive do they think the corruption is? Tell them that this was a major question in regard to Radical Reconstruction governments, also.
- B. If you did not use RC-1A, you could use introducing the lesson idea "C".

IV. Lesson Options:

- A. One way to do the lesson is:
 - 1. Introduce as described above.
 - 2. Have the students read the two viewpoints and fill in the question sheets for both historians.
 - 3. Have the student discuss their answers in groups.
 - 4. Go over the answers as a class.
- B. A second way is to have students analyze the two viewpoints according to the MARKER analysis model in the "Guide to Critical Thinking." An analysis worksheet is provided for students to fill in. No answer key is provided since the answer keys for the two question sheets provide answers for each of the sections of the analysis sheet.
- C. A third way is to have students write out which viewpoint is stronger and why.

V. Altering The Lesson:

- A. Level of the lesson - aimed at above-average senior high school students. It is difficult for students to identify assumptions, for example, in a longer argument, even if they have previously done worksheets on assumptions in short arguments.
- B. Making The Lesson More Challenging - do lesson B or C, rather than A.

RC-3B Lesson Plan

V. Altering The Lesson (continued)

C. Making the lesson less difficult - do RC-3A instead.

VI. Troubleshooting:

Students may get tired of an analysis which takes too long. You can avoid problems by picking out the points you want to discuss and sticking to them. It might be better to skip this lesson if students have not previously used the critical thinking booklets.

RC-3B Answer Key Historian A

1. Main Point:

Northern Radical governments during Reconstruction were imposed for the wrong reasons, were corrupt, and hurt the South. (You'll get quite a few different answers, since no main point is specifically stated).

2. What are the assumptions in the following sentences? Remember that assumptions are unstated in the argument, and they are to be stated in general terms when you write them out. Next to each assumption state whether you think it is correct (guessing is OK):

- | | <u>Assumption</u> | <u>Correct?</u> |
|-----------------|---|---|
| a. Sentence VII | People who don't help get rights for blacks in their own area couldn't really be interested in rights for blacks elsewhere. | Maybe Radical Republicans tried to get more rights for blacks in the North, but failed. |
| b. Sentence XIV | Someone who makes \$100,000 in a year when his salary was \$8,000 must be corrupt. | There are other ways to get that much money, but it does sound suspicious, doesn't it? |

3. Type of reasoning and key questions in:

- | | <u>Type of Reasoning</u> | <u>Key Question</u> | <u>Assessment (Possible Fallacies?)</u> |
|-----------------------|--------------------------|---|---|
| a. Paragraph I | Sample | How good is the sample? | It seems reasonable that some carpetbaggers and scalawags had selfish motives. No effort is made here to show how many. It stereotypes Radicals. |
| b. Sentences VII VIII | Proof and Sample | How well does the evidence prove the point? How good is the sample? | Just because Northern States didn't give rights to blacks doesn't prove Northern radicals weren't interested in giving rights to blacks. Or the part (Northern Radicals) may not have agreed with the whole (Northern States) which is the composition fallacy. |
| c. Sentence IX | Sample | How good is the sample? | The cases of misgovernment presented after Sentence IX may be serious, but they may be the worst cases possible. What we want to know is how did this corruption compare to other corruption at that time. This could be special pleading. |

RC-3B Answer Key Historian A

4. Evidence Offered:

By our definition, only in the last two paragraphs (sentences XIII - XVI). Evidence is statements by witnesses, written documents, or objects. The statistics offered are evidence in the sense that they can be verified but they can't be verified here by the students, so they can't be evaluated.

5. Listen to their answers.

6. Plunged, misgovernment; plundering; beyond belief.

7. D and A. Make students cite specific passages from the argument to support their choices.

RC-3B Answer Key Historian B

1. Main Point:

Radical Reconstruction governments in the South were not that corrupt and made substantial achievements.

2. Assumptions in:

- | | | |
|----------------------|--|--|
| | <u>Assumption</u> | <u>Correct?</u> |
| a. Sentence II | If only a few people of a group benefit from unusual spending, then that group wasn't responsible for corruption involved. | That's shaky. Maybe everyone was corrupt, but only a few ended up making anything from it. |
| b. Sentences XIV-XVI | Governments must play a big part in physical reconstruction after a war. | That seems reasonable. |

3. What type of reasoning is used in the following? How good is the reasoning according to the key questions?

- | | | | |
|-----------------------|-----------------------|---|---|
| | <u>Reasoning Type</u> | <u>Key Question</u> | <u>Assessment (Possible Fallacies?)</u> |
| a. Paragraph I | Debating | Does the author attack the other historian's view-point fairly? | This attack seems fair. It would take research to decide if it is effective. |
| b. Sentences XXV-XXVI | Proof | Does the evidence or argument really prove the point? | Granting more civil rights to this many people points to the conclusion that the government was democratic to a significant extent. It is, however, irrelevant to the question of corruption. |

4. How good is the evidence?

The evidence to support this argument, as with the evidence for historian A, is not specific about the sources of information. Thus, it can't really be assessed, and by our definition, is not really evidence.

5. Listen to their answers.
6. Honest and able; better achievements.
7. A and B. Make the students cite specific passages from the argument to support their choices.

RC-4 Lesson Plan

I. Purpose of the Lesson:

- A. To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.

II. Student Preparation for the Lesson:

- A. No preparation on skills is necessary, but some familiarity from the "Guide to Critical Thinking" with evaluating evidence and drawing inferences would be helpful.
- B. Students will need to know who Thaddeus Stevens was in order to do question #4.

III. Introducing the Lesson:

Tell students that evaluating evidence and drawing inferences are important skills in history. If necessary, tell them to look at the "Guide to Critical Thinking" criteria for judging evidence. Then ask them what an inference is. After they try to answer, write this statement on the blackboard "Look, it is raining," and ask them what they can surmise is true from the statement. After you feel they've given enough answers, tell them that these are inferences and ask them again what an inference is.

IV. Lesson Options:

- A. Introduce the lesson, have students fill in the worksheet and discuss it as a class.
- B. Instead of discussing the worksheet as a class, have students work in groups and have a group competition for the most correct inferences for Part II or for question #10.

V. Altering the Lesson:

- A. Level of the Lesson - aimed at below-average to average senior high school students.
- B. Making the Lesson Less Difficult - most of the questions are fairly easy, but question #8 is more abstract. You might skip this question.
- C. Making the Lesson More Challenging - have the students make up one evidence and one inference problem from their text.

VI. Troubleshooting:

Some of the questions are fairly interesting, especially #10. You might want to focus more on these questions if your class is hard to motivate. See Lesson Option B, above.

RC-4 Answer Key

Part I - Evaluating Evidence

1. A is better if the road was more than 25 feet, since the string is easier to measure than the road.
B is better if the road was 25 feet or less, since only one measurement is made.
2. A - Eyewitness.
3. C - The most accurate instrument.
4. C is best since the author is not emotionally involved in the trial, and since he has no known reason to distort what he sees.
5. A is best. Mrs. Lincoln (B) is more emotionally upset, and the actor (C) is much further away than Major Rathbone.
6. There is a fire.
7. -President Johnson felt there was something wrong with the Tenure of Office Act.
- President Johnson opposed the Tenure of Office Act.
8. -The Democratic Party was hoping to win votes with this plank.
-The Democratic Party was hoping to win votes from people who owed money to others.
-The Democratic Party opposed a tight money policy.
-Economics (or the money supply) was of some significance in 1868.
9. -Plantation owners needed money after 1865.
-Plantation owners were unable to profitably farm (in the short run) their large farms.
10. -Moose was on base 3 times.
-Moose was up to bat at least five times (unless he started as a pinch runner).
-Moose is a fast runner, or the opposing catcher is weak.
-Moose's team scored at least two runs.
-Moose's team won.
-Moose is fairly strong.
-There were bases, bats and balls used in the game.
-It was a baseball game.
-The other pitcher threw at least eight balls, and 13 pitches.
-Moose is a good baseball player.
-This team had at least 46 times at bat in the game if 9 men were on a team.
-There was an umpire - it was a formal game.
-Stealing is allowed.

INDUSTRIALISM

I-1 INDUSTRIALISM

LESSON PLAN

I. Purpose of the Lesson:

To improve students' ability to evaluate evidence.

II. Student Preparation for the Lesson:

None necessary

III. Introducing the Lesson:

A. Ask student what evidence is. Ask how someone knows whether to believe evidence. Then have them refer to the section on evidence in the "Guide to Critical Thinking" (either to refresh their memories or to introduce it to them).

B. Just give them the worksheet and have them start.

IV. Lesson Options:

Have them do the worksheet and then discuss it as a class.

V. Altering the Lesson:

A. Level of the lesson - aimed at below-average to average senior high school students. It starts with a familiar example, and the questions are relatively easy.

B. Making the lesson more challenging - focus more on questions #6 and #7, and have each student make up one evidence problem. Or, just have the students look at problem B and ask which is more reliable.

VI. Troubleshooting:

If you talk too long about the answer to question #6, you may lose some of the less formal thinkers. A shorter explanation will avoid the problem.

I-1 INDUSTRIALISM

ANSWER KEY

Although these questions do have answers, the intent of the worksheet is to generate discussion and thought about the reliability of evidence.

A. 1. Yes. He may be lying to protect himself.

2. Primary

3. No

4. Not very reliable. Under these circumstances, it is close to useless.

5. Question Terry; ask other possible eyewitnesses; search Bill and Terry for the jewelry (object as evidence); check to see if either Bill or Terry has been caught shoplifting before.

B. 1. Yes

2. Rockefeller

3. Yes

4. No. She was more like a historian. She didn't see the events she described.

5. No. Nor is there any corroborating Tarbell.

6. Opinion. If you believe that there is no such thing as "wasteful" competition and that therefore eliminating competition is immoral, then Rockefeller's statement is very damaging to his defense. He is admitting being immoral, according to your values system. Or you might question how Rockefeller could justify setting himself up as judge of which businesses were wasteful in their competition. You could point out the role of value judgments in the evaluation of evidence.

7. You could check on the evidence further by:

- Checking Tarbell's background (especially reliability) as a writer.
- Looking at specific cases of businesses "eliminated" by Rockefeller and judging for yourself whether they were part of "wasteful" competition.
- Looking at notes or other written records left by Rockefeller to see what he wrote about his motives for his business dealings.
- Looking at what close associates said about Rockefeller's business dealings.

I-2 LESSON PLAN

I. Purpose of the Lesson:

To develop in students the critical thinking skills as shown on the chart on page 76 of the teacher's guide.

II. Student Preparation:

- A. Students should have done some worksheets on conclusions, types of reasoning, and fallacies.
- B. Some knowledge of Adam Smith and John Stuart Mill would be helpful.'

III. Introducing the Lesson:

None necessary.

IV. Lesson Options:

Give them the worksheet to fill in, and discuss it as a class or in groups.

V. Altering the Lesson:

- A. Level of the lesson - aimed at very bright senior high school students. The reasoning and possible fallacies in the problems are quite abstract.
- B. Making the lesson less difficult - skip question #7 and possibly #3 and #6.

VI. Troubleshooting:

Don't use this lesson with students who can't understand it. If you have an advanced class which seems interested in the problems, then a discussion of question #7 is in order. If the interest is not there, it may be better to do the worksheet quickly and move on to something else. This worksheet can be done quickly.

I-2 ANSWER KEY

1. B
2. B
3. A (see #7)
4. B
5. B
6. E

7. Smith's argument (A) is faulty, whereas Mill's (B) is not. The individual can further his own interest to the detriment of others (competition) in economics. Mill's is stated differently. He is saying the society is happy when the individuals are happy. You cannot say the society is happy but the individuals are not. Society consists of its individuals. It is worth noting that in another part of his book, The Wealth of Nations, Smith explains how the combination of the individual's economic interest is added to the society's economic interest as a whole. It goes something like this:

Two individuals will only make a sale in the marketplace when they both believe the exchange to be the best deal they can get. Therefore, the collection of all the market exchanges is the best deal for all the people trading (i.e. society).

There are problems with this argument, too. However, the argument in A does not even give this explanation, so the argument is a composition fallacy.

8. A
9. Assumption: Ex-convicts are not trustworthy.

I-3A INDUSTRIALISM

LESSON PLAN

I. Purpose of the Lesson:

- A. To help students to break down arguments into their parts.
- B. To help students to identify assumptions. The second (major) premises here are actually assumptions. Students who can break arguments into their parts, as is called for in this lesson, can more easily identify the unstated assumptions.
- C. To help students to see that what are put forth as bland statements in their textbooks are actually arguments sometimes.
- D. To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.

II. Student Preparation for the Lesson:

- A. Students should have done the introductory lesson and worksheet for conclusions.

III. Introducing the Lesson:

The teacher could start by writing the following argument on the blackboard: "Harold is at least seven feet tall. People who are that tall always play basketball. So, Harold must play basketball."

Ask what the conclusion is. Conclusions are found in the "Guide to Critical Thinking." Point out the cue word "so" for a conclusion. Mention that finding the conclusion to an argument is the first, and a very important, step in trying to decide how strong an argument is.

The teacher could also write out the argument in premise-premise-conclusion format and talk about the major premise as an unstated assumption.

IV. Lesson Options:

- A. The teacher could have students pair up and compare answers, and then the class could discuss the answers.
- B. The teacher could write out the answers on the blackboard or on a transparency, or have students write them out.

V. Altering the Lesson:

- A. Level of the Lesson - aimed at average senior high school students.
- B. Making the lesson more challenging - do I-3B instead.

I-3A Industrialism
Lesson Plan

VI. Troubleshooting:

- A. You can anticipate that some students will have a hard time understanding how to do this. By pairing students, you can get other students to explain it and overcome the problem. If some students still don't understand it after you go over the answers, have them come for extra help, or tell them that they will understand it better after the class does more of these exercises (which they will--the repetition seems to help).
- B. Some students may question why they're doing this. Give them a short reason and tell them they'll understand better later. When they need to use the skill, then they'll understand why they need it. Before that time, it doesn't seem worthwhile to take class time to try to convince them that they need it.
- C. Don't spend too long on this lesson. Have them try it and share their answers. Then explain your answers and go on to the next lesson. A whole period spent on the structure of an argument is deadly.

I-3A INDUSTRIALISM

ANSWER KEY

I. Rewrites:

A. (Victims)

Done for them.

B. (Escape)

Premise: There are only five passports.

Premise: Only people with passports can escape.

Conclusion: Therefore, no more than five of them can escape.

C. (Trusts)

Premise: Trusts are ruining our democracy.

Premise: Anything which ruins our democracy should be outlawed.

Conclusion: Trusts should be outlawed.

D. (Grant)

Premise: Grant tried to help the country and was a very good general.

Premise: A president who tries to help the country and who was a very good general is a great president.

Conclusion: Grant was a great president.

II. Assumptions:

A. Example C - Anything which ruins our democracy should be outlawed.

B. Example D - A president who tries to help the country and who was a very good general is a great president.

III. Fallacies:

A. Example A - Stereotypes teenagers as fast drivers.

B. Example D - Irrelevant proof. A person's motives and background do not constitute proof of being a great president. Someone could be a very good general without being a great president.

I-3B LESSON PLAN

I. Purpose of the Lesson:

See I-3A "Purpose of the Lesson".

II. Student Preparation for the Lesson:

Students should have done some work prior to this lesson on conclusions, assumptions, undefined words, values, types of reasoning, and fallacies. They should know where to look these up in the "Guide".

III. Introducing the Lesson:

- A. If students have done this type of lesson before, just give them the worksheet and have them fill it in.
- B. If students have not done this type of lesson before, introduce the lesson as described in I-3A "Introducing the Lesson".

IV. Lesson Options:

See I-3A "Lesson Options".

V. Altering the Lesson:

- A. Level of the Lesson - aimed at above-average senior high school students
- B. Making the lesson more challenging - have students find examples of arguments in their textbooks and tell them to write out one or two similar problems for their classmates to figure out.
- C. Making the lesson less difficult - do I-3A instead.

VI. Troubleshooting:

See I-3A "Troubleshooting."

I-3B ANSWER KEY

A. (Victims)

Done for them.

B. (Escape)

1. Premise: There are only five passports.
2. Premise: Only people with passports can escape.
3. Conclusion: No more than five of them can escape.
4. Premise in #2.
5. Proof.

C. (Trusts)

6. Premise: Trusts are ruining our democracy.
7. Premise: Something which is ruining our democracy should be outlawed.
8. Conclusion: Therefore, trusts should be outlawed.
9. Premise in #7.
10. Power (how much power? used in what way?).
Ruining (how?)
Trusts
Democracy
11. Democracy (in the equality sense)
Laws can correct problems.
Relative equality of power.

D. (Grant)

12. Premise: President Grant's Vice-President, Secretary of War, and Secretary of Interior were involved in corrupt activities.
13. Premise: A President with three members of his cabinet involved in corruption must have had the entire cabinet involved in corruption.
(There are other possible correct answers).
14. Conclusion: President Grant's entire cabinet was corrupt.
15. Two types of reasoning: a. Generalization ("entire"), b. Proof (uses cases to prove)
16. Fallacy: Hasty generalization. Ask students to explain their reasons for their answers.

I-4 INDUSTRIALISM

General Information About This Lesson

This lesson is set up as a debate. The main methodology involved in it, however, is an analysis worksheet of the debate written out by the teacher. An example of an analysis worksheet of a debate is attached. It may seem difficult for a teacher to write down arguments during a debate, but it isn't that hard. You only need to get a few arguments for the worksheet. If you don't have enough, write down some from the example worksheet already mentioned. There is no need for a tape recorder, in our judgment.

The reason that the analysis worksheet is so important is that it forces students to step back and look at their own use of logic. In this way, they can connect the logic they've been analyzing in regards to historical arguments with the logic they use all the time. This connection may help transfer the critical thinking skills they've learned in class from history to other areas of their lives.

You should find that students will improve at arguing as they do a number of these debates. At first, you may see a number of ad hominem (attacking the arguer) arguments. But after the students do a few of the worksheets with ad hominems on them they will point out this fallacy when someone uses it. Another popular fallacy with students is the straw man technique, and students can quickly become adept at recognizing it, also.

One objective is to get students to question and then to evaluate the evidence offered by their opponents, according to PROP (Primary vs. secondary, reason to distort, other evidence supporting, public vs. private) or the other criteria included in the "Guide".

I-4 INDUSTRIALISM

I. Purpose of the Lesson:

- A. To have students defend a point of view against other students in a debate.
- B. To have students use and evaluate evidence.
- C. To have students analyze their own use of logic.

II. Student Preparation:

Some student knowledge of the Gilded Age, industrialization, or industrial labor unions would be helpful, but is not necessary.

III. Introducing the Lesson:

Have students fill in the worksheet "What Do you Think?" and discuss their answers.

IV. Lesson Options:

- A. This lesson is meant to be a debate. One format is:
 - 1. Introduce the lesson as above.
 - 2. Assign the ten viewpoints by thinkers for homework. Each student is to read the ten viewpoints and fill in the worksheet for the viewpoints. Make sure that students understand how to fill in the worksheet; possibly do part of reading one (Adam Smith) on the worksheet as a demonstration. Cue the students that some of the thinkers (especially Sumner, #6) should have a more detailed summary.
 - 3. Divide the class into four or six groups. There are two topics for debate as shown on the "Worksheet for Research on the Debate". You can decide which topic, or both, you want to have the class debate. Each group of students will take a position for or against the debate resolutions and will compile a list of arguments and evidence.
 - 4. Small group debates - four against four, or three against three.
 - 5. Large group debate. In the large group debate, the teacher writes down a few of the arguments made and rewrites them onto a ditto along with questions about conclusions, fallacies, etc. An example of a worksheet on a debate is enclosed.
 - 6. The class fills in the worksheet which the teacher has made up on the debate. In this way, the students analyze their own use of logic.
- B. Skip the small group debates and just do the large group debate and analysis.

I-4 INDUSTRIALISM

IV. Lesson Options (continued):

- C. Set up a formal debate, four against four. Each group, for example, will have three minutes to present its case, then two minutes for rebuttal, then two minutes for response. A student in the audience could hold up time cards. If you make the audience responsible for notes on the debate, you may notice that listening skills will improve.

V. Altering the Lesson:

Level of the lesson - aimed at a broad range of student abilities. There is no specific way to alter the lesson given here, but the debate itself will vary in sophistication depending upon the abilities of the students.

VI. Troubleshooting:

- A. Small group debates may get too noisy. Try to control it. However, the noise may indicate a high level of involvement by the students.
- B. Large group debates may become dominated by a few of the more vocal students in class. One method we've used is to put students who have been monopolizing the debate into the "penalty box" for a few minutes-- they can't speak. It is worth noting that many of the students who don't speak in debates are listening and learning. If you want more involvement, focus more on small group debates.
- C. Group work can degenerate into socializing. Give the groups only a short time (3 minutes?) to prepare for the debate.

VII. Extending the Lesson:

Have the students write an essay in which they support or oppose the concept of Social Darwinism. In the essay they are to label their thesis with a "T" in the margin and three arguments with "A"'s in the margin.

I-4 INDUSTRIALISM

SOCIAL DARWINISM DEBATE

(Transcription from an average 11th grade U. S. History class.)

- I. Rich - Self-interest motivates people. Self-interest differs from person to person. When government interferes it is for the general good, not individuals. So, government interference hurts some motivated people, but doesn't necessarily help motivated people.
- II. Poor - But the rich already own almost everything, so poor people who are motivated still can't get ahead. Government interference is necessary.
- III. Rich - If the poor work hard they can get ahead. After all, most rich people started poor. Look at Andrew Carnegie.
- IV. Poor - Most rich people did not start poor. People have to be lucky to be rich. It's wrong to base our society on luck. We need government interference to promote more equality.
- V. Rich - Government meddling in the economy slows down economic growth, since the market is more efficient than government.
- VI. Poor - Without government restrictions, a few rich would control a lot of the economy.
- VII. Rich - That's not true. Actually, rich investments help everyone by improving the economy. Investing in an industry improves the production which leads to a better economy.
- VIII. Poor - But the rich get all the profits.
- IX. Rich - The rich deserve the profits since they create things which society wants.
- X. Poor - We have to choose whether we want a larger, unequal society or a smaller economy, with a more equal society.
- XI. Rich - What are you, a Communist?
- XII. Poor - No. The poor don't have the same opportunity to make money once some people are rich. They need and deserve help.
- XIII. Rich - The poor are behind because it's like the jungle--it's survival of the fittest.
- XIV. Poor - But helping the poor helps all of society, including the rich.
- XV. Rich - Government help for the poor means higher taxes. Why should the successful person get penalized and have to pay higher taxes for his success?

I-4 INDUSTRIALISM

A. What is the conclusion of:

1. Sentence I:
2. Sentence VI:
3. Sentence XV:

B. What is a word which makes a value judgment in:

4. Sentence V:
5. Sentence IX:

C. What word needs to be defined better in:

6. Sentence II:
7. Sentence XV:

D. What is a value expressed in:

8. Sentence II:

E. What is the assumption in:

9. Sentence XIV:

F. What are the kinds of reasoning, the key questions and how well the questions are answered in:

10. Sentence III:
11. Sentence VII:
12. Sentence XIII:

I-4 INDUSTRIALISM

13. Sentence V:

14. Sentence X:

G. What is a fallacy in:

15. Sentence XI:

LABOR

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L - 1A LESSON PLAN

I. Purpose of the Lesson:

To develop students' critical thinking skills as shown on the chart on page 77 of the teacher's guide.

II. Student Preparation for the Lesson:

Students should have done some work on conclusions, assumptions, types of reasoning, words which make value judgments, and undefined words.

III. Introducing the Lesson:

No special introduction is needed.

IV. Lesson Options:

- A. Give them the worksheet and discuss their answers in groups or as a class.
- or
- B. Have the members of each group agree on their answers and have a group competition. The group with the most correct answers wins.
- or
- C. Same as "A," but post the answers on the blackboard or an overhead

V. Altering the Lesson:

- A. Level of the lesson - aimed at the below average to average senior high school students.
- B. Making the lesson more challenging - do L-1B instead.
- C. Making the lesson less difficult - skip questions #2 and #4.

VI. Troubleshooting:

Do the lesson as quickly as possible. If you anticipate a problem with interest, then you might want to try lesson option B. This will take longer, but will generate more interest.

L-1A ANSWER KEY

A. (Employer)

1. Premise: An employer owns the business and pays the wages (notice "because").

Premise: Owning a business and paying the wages gives the person the right to fire workers for whatever reason.

Conclusion: Therefore, an employer should be able to fire his workers for whatever reason he chooses.

2. The second premise above.

or

"Property ownership bestows absolute rights."

B. (Pullman)

3. C

4. D

C. (Carnegie)

5. A

6. A

7. C

8. B

L-1B LESSON PLAN

- I. Purpose of the Lesson:
See L-1A "Purpose."
- II. Student Preparation for the Lesson:
See L-1A "Student Preparation."
- III. Introducing the Lesson:
See L-1A "Introducing."
- IV. Lesson Options:
See L-1A "Lesson Options."
- V. Altering the Lesson:
 - A. Level of the lesson - aimed at average to above-average senior high school students.
 - B. Making the lesson less difficult - do L-1A instead.
- VI. Troubleshooting:
See L-1A "Troubleshooting."

L-1B ANSWER KEY

A. (Employer)

1. A Premise: An employer owns the business and pays the wages. (Notice "because.")

Premise: Owning a business and paying the wages gives the person the right to fire workers for whatever reason.

Conclusion: Therefore, an employer should be able to fire his workers for whatever reason he chooses.

2. The second premise above.
or
"Property ownership bestows absolute rights."

B. (Pullman)

3. C It could be stated more clearly as a conclusion, but it is the conclusion.

4. E

5. C

C. (Support for unions)

6. A

7. B and D

8. E

9. D

D. (Racial prejudice)

10. B

11. B and C

12. E

L-2A LABOR

LESSON PLAN

I. Purpose of the Lesson:

- A. To develop students' critical thinking skills as shown on the chart on page 77 of the teacher's guide.
- B. To get students to apply a simple economic model to a specific argument in history.

II. Student Preparation for the Lesson:

- A. Students should have done some previous work on the skills involved in the lesson.
- B. Students will need to understand some of the basic economic concepts on the economic model.

III. Introducing the Lesson:

Use the "Survey on Immigration" and discuss student answers. You can use it as it is. Or, you can discuss what is on the sheet and then have the students check off the statements a second time, but for immigrants in the nineteenth century. Are their answers different? Are there differences between immigrants in the nineteenth century and today? This will get students to think about their analogy reasoning. The discussion of this survey should generate a lot of interest in immigration. It raises questions about immigration today, which could be researched further by students.

IV. Lesson Options:

- A. The main sequence is:
 - 1. "Survey on Immigration" as above.
 - 2. Worksheet on Economics
 - 3. Historian A and questions on Historian A
- B. You could also add to the sequence:
 - 4. The chart on "Immigration into the U. S." and "Information About the Chart" (from L-2B).
 - 5. Historian B reading and questions for Historian B (from L-2B).

V. Altering the Lesson:

- A. Level of the lesson - aimed at below average senior high school students.

V. Altering the Lesson: (continued)

- B. Making the lesson more challenging - use L-2B or L-2C instead.
- C. Making the lesson less difficult - skip the "Worksheet on Economics" and question #4 for Historian A.

VI. Troubleshooting:

Some students may have difficulty with the "Worksheet on Economics." Make sure you go over the model carefully and explain the terms. You could ask students what they do with their money when they get paid and how the goods are made which they buy with their money.

L-2A LABOR

ANSWER KEY

WORKSHEET ON ECONOMICS

The purpose of this worksheet is to get students to understand some basic economic principles and then apply them to an historical argument. The circular flow diagram is a simple one; you can add variables if you'd like.

The question at the bottom of the worksheet is intended to get students to think about both the benefits and disadvantages of adding workers to an economy. Again, the reasoning is simplified, but it may broaden some students' thinking. The question asked here is very similar to the problem referred to in question #4 on the question sheet for Historian A.

Answer:

With 50 new workers wages may drop or some of the 100 old workers may lose their jobs. On the other hand, the 50 new workers will demand more goods, so the companies may expand production and hire new workers.

The companies may not hire 50 new workers, however, in which case unemployment may go up. There are many other variables which would affect whether unemployment would go up, remain the same, or go down.

L-2A LABOR

ANSWER KEY

QUESTION SHEET - HISTORIAN A

1. C
2. B
3. B, C, D. Any two of these are right. Have students explain their answers.
4. This argument looks at the disadvantages of having more workers (loss of some jobs) but not at the benefits of more workers (more demand for goods, so more production of goods, so more available jobs). Tell the students to look at the model and the example on the sheet of adding 50 workers.
5. The argument exaggerates the amount of crime among immigrants by comparing men alone (immigrants) against men, women and children (native Americans). One is left with the impression from this argument that foreigners, in general, commit more crimes.
6. Evaluating the evidence:
 - A. It is primary in the sense that it is a report from the same time period.
 - B. A government committee might feel the need to distort its findings due to political considerations. Also, the purpose for forming the committee will influence the questions the committee asks and the evidence it looks at.
 - C. No other evidence presented.
7. Sentence XI.

L-2B LESSON PLAN

I. Purpose of the Lesson:

- A. To develop students' critical thinking skills, as shown on the chart on page 77 of the teacher's guide.
- B. To develop students' ability to read and interpret charts.

II. Student Preparation for the Lesson:

Students should have done some previous work on the skills involved in the lesson.

III. Introducing the Lesson:

Use the "Survey on Immigration" as described in L-2A "Introducing the Lesson."

IV. Lesson Options:

A. The main sequence is:

1. "Survey on Immigration" (from L-2A).
2. "Chart: Immigration into the U.S." and "Information About the Chart."
3. Historian A, Relevant Information and Question Sheet for Historian A. The intention here is to give the students an opportunity to figure out the weak points in Historian A before they see the counter arguments made by Historian B.
4. Historian B and Questions for Historian B.

B. You could also add to the sequence:

"Worksheet on Economics" (from L-2A).

V. Altering the Lesson:

- A. Level of the Lesson - aimed at average senior high school students.
- B. Making the lesson more challenging - use L-2C instead.
- C. Making the lesson less difficult - use L-2A instead. Or use the "Worksheet on Economics" to help students better understand question 5 for Historian A.

IV. Troubleshooting:

Students may get tired of analyzing the arguments. Keep the analysis short.

L-2B ANSWER KEY

QUESTION SHEET - HISTORIAN A

1. Main point:

Immigrants hurt America in many ways - we should restrict them.

2. Assumption:

People from the poorest classes in Europe are better off with any job in the U.S., no matter how low the pay.

3. Two types of reasoning:

Proof - Coming from the lowest classes of Europe is used to prove that the immigrants will accept lower wages.

Sample - "Immigrants" - general.

Cause and Effect - "lowered" - is the same as saying "caused to be lower."

4. Two types of reasoning, other than cause and effect:

Proof

Sample

5. It assumes that immigrants have no effect on demand, and thus on the demand for workers.

6. The argument exaggerates the amount of crime among immigrants by comparing men alone (immigrants) against men, women, and children (native Americans). One is left with the impression from this argument that foreigners in general commit more crimes.

7. Correlation as cause. Do immigrants cause more poverty, or are immigrants forced into poverty when they get to America?

8. Evaluating the evidence in sentence XIV:

P - The evidence is primary in the sense that it is a report from the same time period.

R - A government committee might feel the need to distort its findings for political reasons. Also the purpose of forming the committee will influence what it looks for.

O - There is no other evidence to corroborate this evidence.

P - It is public, which may lead it to be distorted. On the other hand, a public government report is more reliable than some other public statements.

9. Sentence XI

L-2B ANSWER KEY

QUESTION SHEET - HISTORIAN B

1. Main point:

The people who criticize immigration are wrong - immigrants do not hurt the country.

2. Debating

3. No proof is offered. We really have no reason to believe from this argument that immigrants do not cause an increase in crime.

4. It is not obvious that the arguments against immigrants are "ridiculous." Historian B has challenged two arguments but has not shown them to be ridiculous. Also, Historian B does not deal with two arguments that Historian A makes.

I. Purpose of the Lesson:

- A. To develop students' critical thinking skills, as shown on the chart on page 77 of the teacher's guide.
- B. To develop students' ability to read and interpret charts.

II. Student Preparation for the Lesson:

- A. Students should have done some previous work on the skills involved in the lesson.
- B. Students should have some familiarity with analyzing interpretations and using the MARKER model.

III. Introducing the Lesson:

Use the "Survey on Immigration" as described in L-2A "Introducing the Lesson."

IV. Lesson Options:

- A. The main sequence is:
 - 1. "Survey on Immigration" (from L-2A).
 - 2. "Chart: Immigration into the U.S." (from L-2B).
 - 3. Historian A and Historian B and Relevant Information.
 - 4. "Worksheets - Viewpoints on Immigration" (the MARKER model) and "Questions on the Viewpoints" - discuss as a class.
- B. Instead of using the worksheet with the MARKER model, have students write down the strengths and weaknesses of each historian's argument.
- C. Instead of discussing the MARKER worksheet as a class, have the students discuss it as small groups. You might want to focus on only one or two points of the analysis.

V. Altering the Lesson:

- A. Level of the Lesson - aimed at above average senior high school students.
- B. Making the Lesson more challenging - have students research the topic of immigration to find information which supports or refutes the arguments made by the two historians.
- C. Making the lesson less difficult - use L-2B or L-2A instead.

VI. Troubleshooting:

Even fairly motivated students will at some point tire of a detailed analysis of arguments. Think about the points you want to emphasize and deal with those.

L-2C ANSWER KEY

ANALYSIS OF HISTORIAN A AND B

	Historian A	Historian B
M - Main Point	Immigration is bad for the U.S. We ought to restrict immigration.	Immigrants were not detrimental to the U.S.
A - Assumptions	-Our decrease in standard of living is more important than any increase in immigrant standard of living (or if something makes our country worse off, we should stop it). -Union bargaining power is, overall, a good thing. -XI. The number of jobs created by immigrant demand for goods and services is less than the number of jobs that native Americans lose to immigrants.	Immigrants did not retard the unionization of unskilled industries.
R - Reasoning Types	A. Cause and Effect (the whole argument) B. Proof (sentences IV-V, XV, XIX) C. Sample (III, XVI, XVII) D. Debating (IX-X, XIV-XV)	A. Debating (paragraphs 1,3,4) B. Sample (V-VI, VII-X, XI - XII) C. Cause and Effect (XIV-XV, XVIII- XX) D. Proof (IV, X, whole argument)
K - Key Questions and how well the author answers it.	A. How well does the author show the connection between the cause and the effect? VII-VIII - Not well. Do immigrants have expectations of lower wages, or are they forced to take the lowest paying (unskilled) jobs? <u>Correlation as Cause fallacy.</u> XI - Not well. The third assumption above and relevant information #5 lead one to question this argument. The connection has to be better shown to be convincing. XVI - Not well. Do immigrants cause more poverty, or are they forced into	A. Does the author make strong arguments against his/her opponents? Paragraphs 1,3 and 4. All of these are fair counterarguments, although legitimate questions can be raised about each. B. Is the sample good enough to make the conclusion a good one? V-VI - This sample is a good one, as far as it goes. We'd like to see the statistics on unemployment, however. VII-X - We need to see

poverty? Correlation as Cause.

- B. Do the arguments or evidence prove the conclusion?

V - Common sense tells us that immigrants come to better themselves. But the argument is circular. (Begging the Question).

Restated: "The fact that immigrants come to America in order to raise their standard of living proves that immigrants come to raise their standard of living."

XIX - "Careful Studies" is an appeal to Authority of the Commission.

XV - False Scenario - maybe U.S. workers would have been worse off - we don't know.

- C. Is the sample good enough to make the conclusion a good one?

III - We don't know.

XVI - The footnotes and relevant information #1,2,4 show that it is a poor sample, which decreases the percentage of native crime and increases the percentage of immigrant crime. A fairer sample would compare immigrant adult males against native adult males. Special Pleading or Unrepresentative Sample.

XVII - A nation with more poor people is a poorer nation and may be worse off in other ways. But that does not necessarily mean that the native part of that whole population is worst off. If ten slaves are added to a plantation the average standard of living of the plantation as a whole will decrease (because more poor are added), but the standard of living of the slaveowner will probably increase.

Composition Fallacy.

(General) The argument discusses the negative aspects of immigration but leaves out the positive aspects (such as possible lower prices for consumers and benefits to capitalists).

how much new demand the immigrants created compared with how many jobs they took. How many is "not many jobs" (VII)?

XI-XII - How many moved up? What is his sample based upon?

- C. How well does the author show the connection between the cause and the effect?

XIV-XV - No effort is made to show the connection between industrialization and lower standard of living. Some other evidence indicates that industrialization increased the general standard of living.

XVIII - Did they have the lowest wages because they took unskilled jobs or because they were willing to work for lower wages?

XX - Again, were the unskilled jobs simply not unionized, or were they not unionized because of immigrant hostility to unions? What caused what?

- D. Do the arguments or evidence prove the conclusion?

IV - These statistics look strong, but they leave out the unemployment rate.

X - Just because they

Special Pleading.

- D. Does the author make strong arguments against his/her opponents?

IX-X - The reasoning is all right. We need to see evidence that this is so.

XIV-XV - Not a strong argument. It is a matter of opinion whether this is the key question. Thus, he hasn't weakened the other argument much. Plus, this question can't be answered, since it is a scenario

wrote "no occupation" does not mean that after they got into the country that many women and children did not work.

General Argument - Much of this argument is spent trying to disprove arguments which are critical of immigration, rather than arguing for the positive aspects of immigration.

Evidence	Some of the factual statements could be checked on, but very little actual evidence is presented. The author needs evidence for such contentions as in statements VII and XI.	Some of the factual evidence could be checked on, but no evidence is presented. The references to commission reports is for opposing arguments, not this one. This argument would be strengthened by presenting commission reports supporting this viewpoint.
Relevant Information	#1,2 4 cast doubt about footnote 2 as explained in the last question for sentence XVI. #5 casts doubt on sentence XI. #7, 8 cast doubt on sentence XIII.	None of the relevant information is relevant to this argument.

L-2C ANSWER KEY

QUESTIONS ON THE VIEWPOINTS

1. Opinion. Ask them for their reasons. Historian B seems stronger, but it has some weak points, also.

2. No - they're not all equally good.

Standards - Discuss their answers (Some possibilities: - sound reasoning; strong, carefully studied evidence; clear explanations).

3. C, D, E - Their reasoning is what is important, not right and wrong answers.

4. C, E

5. Opinion. Ask them for their reasons. What are they looking for and why?

6. To restrict immigration from Southern/Eastern Europe, as shown in the date change from 1910 to 1890.

L-3 LESSON PLAN

I. Purpose of the Lesson:

To focus students' attention on cause and effect reasoning.

II. Student Preparation for the Lesson:

Students should have done some work with types of reasoning, and key questions, especially in regard to cause and effect reasoning.

III. Introducing the Lesson:

A. The first problem introduces the lesson. If you do that problem and then discuss it, the students should be ready to do the other problems.

B. Ask students if families today are smaller than, the same size as, or larger than families of 30 years ago, 100 years ago. What caused this? (Or why?)

IV. Lesson Options:

A. Give the worksheet, have them do problem A, discuss it, have them do problems B & C and discuss them.

B. You could have the students discuss their answers in groups.

V. Altering the Lesson:

A. Level of the lesson - aimed at average to above average senior high students.

B. Making the lesson more challenging - have students look up more information for problem C (family size) and write more complete explanations of the cause of the decline in family size.

C. Making the lesson less difficult - for question #5 cue the students to look back at problem A. You could also skip problem C.

VI. Troubleshooting:

The worksheet is set up to take a familiar example and then apply that type of thinking to history. Some students may find it difficult to see the difference between better and worse cause-and-effect reasoning. Keep referring them back to the first problem (problem A).

A. Vice principal:

1. C
2. How well does the author show the connection between the cause and effect?
3. Not well at all. Common sense tells us that there could be many possible (and more likely) causes for the increase in suspensions. This person makes no effort to show how the increase in vice principals connects to the increase in suspensions.

B. Slums and immigrants:

4. D This is not stated the same as in the argument, so some students may have trouble with it.
5. C
6. It is a correlation as cause fallacy. How do we know (as in problem A with the vice principals) that the immigrants caused the slums, rather than that the immigrants were forced to live in the cheapest and most rundown areas? Some effort must be made to show the connection.
7. A How slummy does an area have to be before it is "a slum?"
8. C Only C and A are possible answers since B and D bring in factors which may have contributed to an increase in middle class family size. C is not a great explanation, but it explains the cause of the decline of family size better than does A. After you read A, you still want to know why Americans had fewer children. Answer C explains it more completely.
9. This question is intended to get students to think further about cause and effect reasoning. There are many possible answers. Some are:
 - Do birth rates always decline as a country industrializes or urbanizes?
 - Why were children more of a disadvantage in cities than on farms?
 - Why did the change in values take place in the late nineteenth century? What caused this change?
 - What other factors could cause the decline in family size?

L-4 LABOR

LESSON PLAN

I. Purpose of the Lesson:

To develop students' critical thinking skills as shown on the chart on page 77 of the teacher's guide.

II. Student Preparation for the Lesson:

If you use the worksheets on the viewpoints, then the students should have done some previous work on the skills involved in the lesson. If you discuss the two viewpoints without the worksheets, then no special student preparation is necessary.

III. Introducing the Lesson:

A. Ask the students why the owner of a company might build a town for his workers. List the possible reasons on the blackboard. Tell them that this involves the question of "motives", and tell them that the question of why a company owner set up a town for his workers is part of the problem with which they are going to be dealing.

B. Just pass out Historian A and start on the lesson without an introduction.

IV. Lesson Options:

A. The main sequence is:

1. Introduce the lesson, as above.
2. Have the students read Historian A and ask them how strong it seems. Without seeing Historian B's argument, some students may think Historian A's argument is strong. When they see Historian B's argument they will benefit from seeing that there are good counterarguments even to arguments that look strong.
3. Have the students fill in the worksheet for Historian A. Discuss.
4. Students read Historian B and fill in the worksheet for it. Discuss.
5. Students fill in the general questions. Discuss this and the viewpoints in general.

B. Have the students read the two viewpoints and discuss them without using the worksheets.

C. More advanced students could analyze the two arguments according to the MARKER model. The teacher can get a basic idea of the answers to the MARKER analysis by looking at the answer key to the worksheets (they are set up in the MARKER format).

D. Have half the class read Historian A and defend that viewpoint in a debate against the other half of the class which is defending Historian B's viewpoint.

V. Altering the Lesson:

- A. Level of the lesson - aimed at average to above average senior high school students.
- B. Making the lesson more challenging - do lesson option "C".
- C. Making the lesson less difficult - focus the lesson on evidence and skip the questions on assumptions and types of reasoning. Even though the two viewpoints are long, lower ability students can evaluate the evidence in them.

VI. Troubleshooting:

This is a fairly high interest lesson. Some students may tire of a detailed analysis, especially of assumptions and types of reasoning. If you anticipate that your students will be bored with the worksheets, have them discuss the viewpoints (lesson option B) or debate the viewpoints (lesson option D).

L-4 LABOR

ANSWER KEY

QUESTIONS FOR HISTORIAN A

1. Main point: (possible correct answers)

- George Pullman oppressed his workers and provoked the Pullman Strike.
- George Pullman's greedy policies caused the Pullman Strike.

2. Assumption:

Pullman forced the newspaper, businesses, and public institutions to take these anti-union positions.

3. Analysis of reasoning:

Sentence(s)	Type(s) of Reasoning	Key Question(s)	How well answered? (Any fallacies?)
Sentences VI-X	Proof	Does the evidence prove the point?	The evidence indicates excessive profits. (How strong the evidence itself is will be dealt with in the section on evidence.)
	Sample	Is it a good sample?	It could be stronger. Are these all the expenses of running the town? Over what time period was the sample done?
Sentence XI	Proof ("it makes sense . . .")	Does the argument prove the point?	It doesn't <u>prove</u> the point, but if the premise (he had a monopoly) is true, then it does make sense that he could make unusually large profits.
Sentence XX	Sample	Is it a good sample?	There is only one case to prove the whole generalization. We need more than this.
	Proof	Does the evidence prove the point?	
Sentence XXIX	Proof (He uses the evidence of profits to prove that Pullman didn't have to cut wages.)	Does the evidence prove the point?	This evidence does seem to lead to the conclusion that Pullman should not have cut wages. How good the evidence itself is will be dealt with in the section on evidence.

L-4 Labor
Answer Key
Questions for
Historian A

Sentence	Type(s) of Reasoning	Key Question(s)	How well answered? (Any fallacies?)
Sentences XXX - XXXIII	Cause and Effect (Pullman forced or caused the workers to join the ARU and to go on strike.)	Does the author show the connection between the cause and the effect?	Did Pullman's intransigence cause the workers to join the ARU and to strike or did the workers joining the ARU cause Pullman's intransigence? The argument rests on whether Pullman actually had to cut wages and whether he fired the three workers because they were in the union.

4. Evidence in footnote 5:

P - Not sure if primary or secondary. If the newspaper had a reporter at the announcement, then primary.

R - The newspaper has a reason to distort (one gets the impression from the number of times that The Chicago Times is used to support Historian A, and from what is contained in the quotes, that the paper was sympathetic to the strikers). Parend has no reason to distort. This is a key.

O - No other evidence supporting this evidence.

P - Public

This evidence seems very strong. If Parend did say this, then it is very likely that the company was, in fact, kicking strikers out of town. We must, however, try to get another source on what Parend said to see if the paper distorted the intention of the statement.

L-4 LABOR

ANSWER KEY

QUESTIONS FOR HISTORIAN B

1. Main point: (possible answer)

- George Pullman was good to his workers, but his workers went on the unprovoked strike anyway.

2. Assumption:

There is no way for someone to control elections if citizens vote by secret ballot. (This is worth discussing.)

3. Analysis of reasoning:

Sentence(s)	Type(s) of Reasoning	Key Question(s)	How well answered? (Any fallacies?)
Sentences V-X	Debating ("some people have alleged. . .")	Does the author seriously weaken the other argument?	The evidence presented here certainly makes one wonder.
	Proof	Does the evidence prove the point?	It looks good, but statistics can certainly be used in a distorted way.
Sentences XX - XXIII	Cause and Effect (The depression caused Pullman to cut wages.)	Does the author show the connection between the cause and the effect?	It is logical that the depression might force a pay cut, but 25% - 40%? We need to see profit rates for the company to know if the depression was a sufficient cause, or whether it was used as an excuse by Pullman to cut costs.
Sentences XXIV-XXVI	Debating ("some people say . . .")	Does the author seriously weaken the other argument?	Not too well. It seems that if the town was established for the good of the company and its workers, that it could be run at a loss for the overall good of the company.
	Comparison	Are the two cases really dissimilar (in this argument)?	They are not that separate Pullman owns them both and they are interrelated. Pullman could have run the town at a loss.

L-4 Labor
Answer Key
Questions for
Historian B

Sentence(s)	Type(s) of Reasoning	Key Question(s)	How well answered? (Any fallacies?)
Sentences XXIX-XXX	Proof	Does the evidence prove the point?	Because it was only 3 out of 43 on the committee does not necessarily mean that the workers were not fired because of their union affiliation, nor does the denial by subordinate company officials that they knew the workers were on the committee.
	Sample	Is the sample a good one?	
	Cause and Effect	Does the author show the connection?	

4. Evidence in footnote 8:

P - Primary

R - He has every reason to distort this statement to justify his actions.

O - No other evidence to support this. It would be easy to find out if there was a depression, so it is likely that there was one. However, the depression may not have justified a pay cut or such a large pay cut.

P - It is public.

Overall, this evidence is weak. Pullman is not an unbiased, reliable source on why he cut wages.

L-4 LABOR

ANSWER KEY

GENERAL QUESTIONS

1. Compare footnote 1 (Historian A) with footnote 2 (Historian B):

P - Wickes statement is primary, while Carwardine is probably second hand.

R - Wickes has an obvious reason to distort, and distortion is possible with statistics. Carwardine may not be very objective either, as all his statements are pro union.

O - There is no other evidence supporting either statement. However, both could be checked on (the costs and charges for water), which increases their reliability.

P - Both are public statements, which weakens them.

There are several ways to decide which is stronger. One possibility to consider is that both men are telling the truth. In this case Wickes accounts for Carwardine's explanation and shows that even at those prices the company made very little money.

2. Compare footnote 6 (Historian A) with footnote 5 (Historian B):

Both are primary and public statements and both are not supported by other evidence. The company pamphlet has much less reliability than the statement by the tenant because the company has every reason to exaggerate the good points of the town, and gloss over the bad points. On the other hand, the tenant talks about only one family, so even if his statement is true, it does not show that the whole town was bad in which to live.

3. Compare footnote 12 (Historian A) with footnote 10 (Historian B):

It is conclusive that it was Pullman who refused to arbitrate. Whether he had good enough reason to refuse is a matter of opinion.

PROGRESSIVISM

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P-1 PROGRESSIVISM

LESSON PLAN

I. Purpose of the Lesson:

- A. To make students more skeptical of historical novels that they read or "docudramas" (fictional stories allegedly "based on fact") they see on TV or the movies.
- B. To help students to be more aware of the fallacy of generalizing too much from situations about which they read. It is one thing to make generalizations about Slavic Immigrants in the Meatpacking Industry in the 1890's from The Jungle. It is quite another matter to make generalizations about industrialization in the late nineteenth century from the novel. We believe that some students' reaction to reading the novel will be to unconsciously generalize that workers in general had terrible working conditions in the late nineteenth century. We want them to become aware that basing this generalization on The Jungle is shaky at best.

One time we heard a student argue that the U. S. was controlled by a small group of wealthy capitalists and supported his argument with evidence from a historical novel. We feel that students should be aware of the pitfalls in this type of reasoning.

- C. To develop students' critical thinking skills as shown on the chart on page 77 of the teacher's guide.

II. Student Preparation for the Lesson:

No specific preparation required.

III. Introducing the Lesson:

No specific introduction. Just start as described in the next section.

IV. Lesson Options:

A. The main sequence is:

1. Before assigning the novel, have students write a response to each of the following:
 - a. What it was like to live as a worker in the late 1800's.
 - b. What it was like to work in the late 1800's.
 - c. Describe what businesses were like in the late 1800's.

Collect their answers and save them until later.

IV. Lesson Options (continued):

2. Students read all or part of The Jungle by Upton Sinclair.
You can have the students read:
 - a. The whole novel - Chapters 1-31.
 - b. Chapters 1-27 (This stops before Jurgis gets caught up in socialism. All the working and living conditions are described.)
 - c. Chapters 1-19 (This stops after Jurgis' wife dies and before he becomes a hobo. All the working and living conditions are described.)
 - d. Chapters 1-9 (This stops before some of the political corruption is described and leaves out some of the working and living conditions. However, many of the conditions are described.)

The students are to fill in the worksheet "Notes on The Jungle".
You could also have students write an essay on the novel.

3. After students have read the novel and passed in whatever work was due on it, have them write their responses again to the three statements in step 1. Collect their answers.
4. Discuss the novel. How did they like it? How good was it? What did the novel show about:
 - a. The effects of capitalism or industrialization on people?
 - b. How was family life changed in the novel?
 - c. How was government portrayed? Why was government so corrupt?
 - d. What were the handicaps of immigrants?
 - e. How much control did business have over people's lives? Over government?
 - f. How are working conditions portrayed?
 - g. What does the author show about child labor?
 - h. How is nature portrayed?
 - i. How are unions portrayed?
 - j. What did socialism offer?
 - k. What is the author's point of view?
 - l. How well are the characters developed or portrayed?

There are many other questions that could be asked. The purpose is to have a standard discussion of the substance of the novel.

IV. Lesson Options (continued):

5. Ask the students if the novel influenced their opinions about the history of late nineteenth century America. Give back the two opinions, from steps 1 and 3, and have the students compare them. Then ask again if the novel seemed to influence their opinions about the historical situation of that time. Ask them if they should believe what they read in the novel. Ask them if they did believe it. Did they accept it uncritically?
6. Have students read the sheet "Historical Novels" and answer the questions at the bottom of the sheet.
7. Have students fill in the worksheet "Evaluating The Jungle".
8. Pass out the "Relevant Information about The Jungle" and the question sheet for it.
 - a. Have students read "A. Information on the Book". Then ask them what this reveals about the novel: 1) the author's motives, which, in this case, shows a definite bias; 2) the research done by the author which is a fair amount; 3) opinions about the novel, which casts some doubt about its worthiness.
 - b. Have students read "B. Information about Slavic Immigrants in the Steel Industry" and tell them to write two conclusions about the novel from this information. Have them read and fill in the worksheet for "B". The information in this section:
 - Confirms that some Slavic immigrants received very low wages (Jurgis gets paid \$.17 per hour at one point), so low that it was not enough to support a family.
 - Shows that Jurgis' case is atypical. Most Slavic immigrants did not have their families with them at first. This is an important difference.
 - Confirms that other Slavic immigrants had to work very hard, and had poor working conditions, but that the immigrants wanted to do any extra work.
 - Confirms that other Slavic immigrants had poor living conditions and were taken advantage of by companies.
 - Confirms that other Slavic immigrants were victims of corruption and fraud.
 - Shows that many immigrants achieved upward mobility which the characters in The Jungle did not.
 - c. Tell the students that we can get some information on conditions in the Chicago meatpacking industry at the time of The Jungle. This will help us judge the information in the novel itself.

P-1 Progressivism
Lesson Plan

IV. Lesson Options (continued):

8. (continued)

- d. Have students read "C. Information about the Meatpacking Industry in Chicago" and tell them to write two conclusions about the novel from this information. Remind them to be specific in their answers. The information in the report:

- Confirms that there were poor working conditions in the meatpacking houses, although not necessarily of the same type as described in the novel.
- Confirms that inspection of meat was poor.
- Confirms that diseased meat was sold to the public: that sanitary conditions were very poor.

Ask the students how reliable this report seems to be: (It is strong in the sense that it is based on direct observation, and the commissioners seem to be skeptical of what they hear. Also, information was revealed by the meatpackers themselves which was damaging (they acknowledged selling old meat, for example) to them. This is strong evidence.

However, the report was done by government commission under a politically sensitive situation. We cannot overlook the political influence on the report. For example, President Roosevelt wanted the report to be done, and the commissioners knew what the President already thought about the meatpacking industry.)

9. Discuss the novel as a historical argument in light of the relevant information.
10. Discuss the novel as a work within history. The Jungle was a muckraking novel written during the era of the progressive movement. What does it show us about the goals and values of progressive movement?

V. Altering the Lesson:

- A. Level of the lesson - aimed at average to above-average senior high school students.
- B. Making the lesson more challenging - don't use some of the worksheets. Smarter students should be able to figure some of the points out without the worksheets.

VI. Troubleshooting:

Some students may tire of a prolonged comparison of the relevant information with the novel, but overall we have found The Jungle to be a very popular book.

P-1 PROGRESSIVISM

ANSWER KEY

HISTORICAL NOVELS

Questions for historical novels:

1. When was it written?
2. Why was it written?
3. What is the background of the author?
4. How much research did the author of the novel do?
5. How are the characters portrayed? Are the characters stereotypes?
Are there good guys and bad guys?
6. What judgments does the author seem to make?
7. What factual information does the author present which could be
verified?

Places to look to get information on historical novels:

1. Reviews of the novel - Book Review Digest.
2. Literary criticisms of the novel, which might tell you background
of the author and why it was written.
3. The forward or introduction to the novel, or the description on
the jacket cover.
4. Historical information on the topic of the novel.
5. Historical information on the time in which the novel was written.

P-2A LESSON PLAN

I. Purpose of the Lesson:

To develop students' critical thinking skills as shown on the chart on page 77 of the teacher's guide.

II. Student Preparation for the Lesson:

Students should have done some work on conclusions, types of reasoning, key questions, assumptions, fallacies, and words which make value judgments.

III. Introducing the Lesson:

No special introduction is needed, since this is meant to be a quick lesson.

IV. Lesson Options:

- A. Give them the worksheet and discuss their answers in groups or as a class.
- B. Same as "A" but post the answers on the blackboard or overhead, or on handouts. You should go over any items which students didn't understand. If there were no questions by students, very little class time would be used.

V. Altering the Lesson:

- A. Level of the lesson - aimed at below average to average senior high school students
- B. Making the lesson more challenging - do P-2B instead.
- C. Making the lesson less difficult - skip part C.

VI. Troubleshooting:

The first problem is pretty easy. Problems B and C are harder. You might get some student frustration. The lesson is intended to go very fast (five or ten minutes if students fill in the worksheet for homework). If you anticipate some student frustration, skip some of the more difficult questions.

A. Government and Indians:

1. D
2. D
3. D
4. B The author could have said "fight" or "defend themselves against" instead of "massacre". Massacre makes a negative judgment.

B. Roosevelt and Trusts:

5. A
6. A ("like")
7. Are the two cases similar enough to make the conclusion a good one?

It doesn't seem that they are similar enough. Eggs in an omelet could not even be temporarily unscrambled. But the government could have broken up the trusts, even if this was unlikely. The differences between the degree of concentration in an industry and an omelet are numerous.

C. Food Industry;

8. Rewrite:

Premise: The food industry puts a lot of harmful chemicals in the food we eat.

Premise: (unstated assumption): Something which harms the public has to be prevented by the government. (Or: The government can effectively prevent the food industry from putting in harmful chemicals).

Conclusion: Therefore the government has to prevent them from putting the harmful chemicals in the food.

9. Student opinions about the question of the role of the government in regulating business may lead to an interesting discussion. Ask the students to give specific examples to support their arguments.

P-2B LESSON PLAN

I. Purpose of the Lesson:

See P-2A "Purpose."

II. Student Preparation for the Lesson:

See P-2A "Student Preparation."

III. Introducing the Lesson:

Ask students if the present president believes in more government regulation or less. What are the president's reasons for his position? Tell the students that the topic of government regulation was an issue during the Progressive Movement.

IV. Lesson Options

See P-2A "Lesson Options."

V. Altering the Lesson:

A. Level of the lesson - aimed at average to above average senior high school students.

B. Making the lesson more challenging - have students find statements in their textbooks which reveal assumptions of the author.

C. Making the lesson less difficult - do P-2A instead.

VI. Troubleshooting:

See P-2A "Troubleshooting."

P-2B ANSWER KEY

A. Government and Indians:

1. D This statement is very similar to statement II in the argument. But statement II is used to reach this conclusion. Write the argument out if some students don't understand.

The government could either let the Indians massacre Americans or it could wipe the Indians out.

It couldn't let Indians massacre Americans. Therefore, it had to wipe out the Indians.

2. D (Eliminates alternatives.)

3. D

B. Roosevelt and the trusts:

4. A

5. A

6. Are the two cases similar enough to make the conclusion a good one? It doesn't seem that they are. There are many differences between industry and omelets.

C. Food industry:

7. A

8. Assumptions:

a, d, e, f Some of these are tricky. It is more important to get student reasons for their choices, than to get in a long debate about an answer.

9. With which would the author probably agree?

b, c The author seems to be liberal in the sense that he/she thinks problems can be solved, and he/she turns to the government to solve them. Point out that this political viewpoint characterized people in the Progressive Movement.

e is a toss up. Let students give their reasons.

P-3 LESSON PLAN

I. Purpose of the Lesson:

- A. To develop students' critical thinking skills as shown on the chart on page 77 of the teacher's guide.
- B. To get students to see that even when historians disagree on a topic, there are some points on which they agree.

II. Student Preparation for the Lesson:

- A. Students should have done some previous work on main points, types of reasoning, and key questions.
- B. Some understanding of Populism is recommended.

III. Introducing the Lesson:

No special introduction is necessary.

IV. Lesson Options:

Have the students answer the questions on the worksheet and then discuss their answers.

V. Altering the Lesson:

- A. Level of the lesson - aimed at above average senior high school students. The concepts (such as social class) and vocabulary involved in the viewpoints make it fairly difficult.
- B. Making the lesson more challenging - have students research the topic for evidence which would help decide which of the two historians is correct.
- C. Making the lesson less difficult - explain the concepts and vocabulary in the readings.

VI. Troubleshooting:

No resolution is given for which of the two viewpoints is correct. Some students may want an answer. You can decide how to handle this.

1. Main points:

- a. Historian A - The Bourbons used racism to divide the poor blacks and whites in the Populist Party which caused its failure in the South.
- b. Historian B - Racism by poor whites against poor blacks is the main cause for the failure of the Populist Party in the South.

2. Reasoning:

Sample - "Southern whites could see . . ."

Proof - "An alliance would hurt them, so it makes sense that they would try to break the alliance."

Cause and Effect - "Bourbons caused the failure of the Populist Party."

3. Some students will argue that this is a negative proof fallacy. Others will argue that it is a reasonable argument since the lack of evidence indicates a lack of involvement. Let the students give their reasons.

4. What information would help us to decide?

- a. Evidence of Bourbon encouragement of racism.
- b. Evidence of racism by poor southern whites before the Populist threat.
- c. Information that poor southern whites did try to build a strong alliance with poor blacks.

5. Agreement:

- a. Populism failed in the South in the 1890's.
- b. There were both poor whites and poor blacks involved in the Populist Party.

P-4 PROGRESSIVISM

LESSON PLAN

I. Purpose of the Lesson:

- A. To develop students' critical thinking skills as shown on the chart on page 77 of the teacher's guide.
- B. To help students to translate written viewpoints into a visual form (a drawing or model). This is a skill under the synthesis level of thinking on Bloom's taxonomy of the cognitive domain.
- C. To help students to recognize an author's underlying assumptions about group behavior and the working of politics.

II. Student Preparation for the Lesson:

- A. Students should have some basic knowledge of the Progressive Movement and the muckrakers.
- B. Students should have done some previous work on the skills involved in the lesson.

III. Introducing the Lesson:

- A. You could start with a general discussion of the goals and reforms of the Progressives. Gradually focus the discussion to reforms to control business and political corruption and the motives for these reforms.

OR

- B. Start with Historian A and the question sheet for Historian A. No special introduction is necessary.

IV. Lesson Options:

- A. The main sequence is:
 - 1. Introductory discussion.
 - 2. Historian A and analysis using question sheets.
 - 3. Historian B and analysis using question sheets.
 - 4. Historian C and analysis and discussion of the three views.
- B. Instead of the question sheets for each historian, you could have students analyze each view according to the MARKER model. You can surmise possible answers for this model by looking at the answer keys for the worksheets.
- C. Give all three views at the same time and discuss which view is strongest and why.

V. Altering the Lesson:

- A. Level of the lesson - aims at above-average senior high school students. The abstractness of the topic and concepts makes this lesson too sophisticated for some students.

P-4 Progressivism
Lesson Plan

V. Altering the Lesson (continued):

- B. Making the lesson less difficult - have students skip the questions about drawing a picture or model.

VI. Troubleshooting:

Many different viewpoints should be offered by students about these three historical interpretations. Be careful not to argue too much with students, and watch the timing of the lesson. If it goes too long, students may lose interest.

P-4 PROGRESSIVISM

ANSWER KEY

QUESTIONS FOR HISTORIAN A

1. Main point:

The discovery by the public of business corrupting politics caused the Progressive reforms to regulate big business.

2. Reasoning:

A. Type: Cause and Effect

Question: How well does the argument show the connection between the cause and effect?

How well? The argument shows that some of the leaders and newspapers said they were concerned about corruption. However, how do we know if this was genuine concern which led to reform or just talk to placate the masses? There is no effort made to show that there were reforms made against business. So we don't really know if all this talk led to any changes.

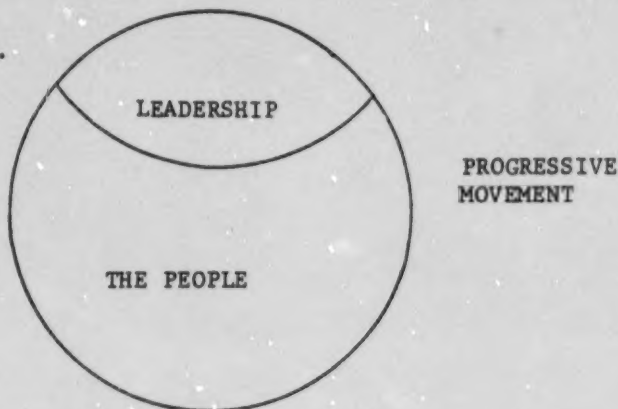
B. Type: Sample

Question: Is the sample representative or large enough to make the conclusion a good one?

How well? The argument brings out evidence that the leaders of the Progressive Movement and the media were concerned about business corruption and generalizes that the whole movement was concerned. This may not be representative of all the groups in the movement. On the other hand, if the leaders were concerned, then it seems reasonable that many of the average people in the movement were concerned.

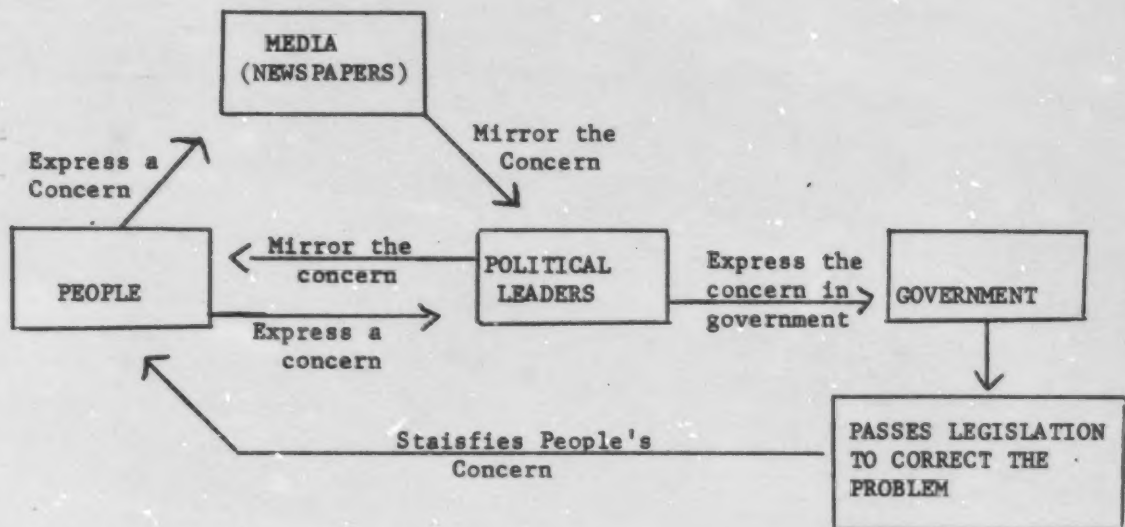
3. Progressive Movement:

This view seems too simple. It may be a composition fallacy of the movement.



P-4 Progressivism
Answer Key
Questions for Historian A

4. Operation of Politics: Possible Model. Again, this seems too simple.



5. Evidence: It isn't too strong. It is public and the authors have reason to distort to make themselves look good.

P-4 PROGRESSIVISM

ANSWER KEY

QUESTIONS FOR HISTORIAN B

1. Main point:

Progressive reforms in the area of business were not an attack on business but rather were designed to help business.

2. Reasoning:

A. Type: Debating

Question: Does this author really weaken the argument of his/her opponent?

How well? This argument is fair and it does make us question Historian A's argument.

B. Type: Sample

Question: Is the sample strong enough to make the conclusion a good one?

How well? The sample in the second paragraph (sentences IV-VIII) is a more complex view of the Progressive Movement than is found in Historian A. In sentence XIII, we don't know how good the sample is: How many regulatory agencies were controlled by business?

C. Type: Proof

Question: Does the evidence or argument really prove the conclusion?

How well? The reasoning in sentence V is weak. The corruption during the Progressive era may have been much greater, which would account for a more dramatic response by the public.

Second, no evidence is offered to support any of the arguments. This is a serious problem.

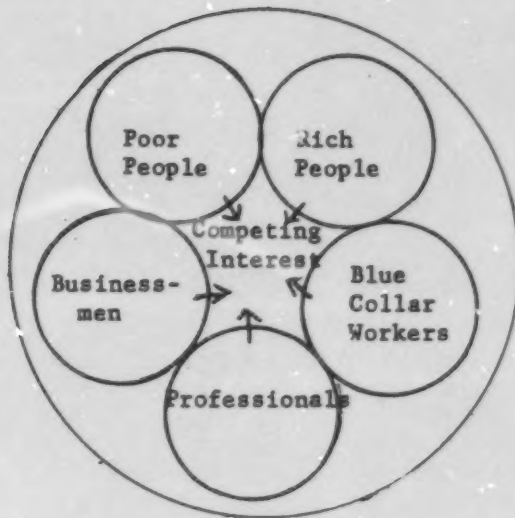
D. Type: Cause and Effect

Question: How well does the argument show the connection between the cause and the effect?

How well? The reasoning in the third paragraph is effect to cause reasoning. Basically, it argues "The agencies set up by the Progressives helped businessmen. Therefore, those agencies were started by businessmen and professionals, not the poor people." The assumption is that if the poor people started an agency to regulate business, then the agency would not help business that much. But this may not be true. The poorer classes may have initiated the reform, but the businessmen may have later gained control of the agency established by it.

P-4 Progressivism
Answer Key
Questions for Historian B

3. Progressive Movement: This view sees the Progressive Movement as comprised of diverse groups with competing interests. It seems to be a realistic view.



4. Discuss the reasons for students' answers. Did they feel the samples or connections in one view were stronger?

P-4 PROGRESSIVISM

ANSWER KEY

QUESTIONS FOR HISTORIAN C

1. Main point:

Progressive reforms in the area of business were passed by a public upset by business corrupting politics. The reforms eventually helped business, but they were passed to regulate business.

2. Reasoning:

A. Type: Debating (the whole argument)

Question: Does the author really weaken the argument of his/her opponent?

How well? This attack on Historian B's view is fair and seems to weaken it significantly. The explanation, for example, that the people may have passed the reforms but the businessmen may have later controlled the reforms makes us rethink one of Historian B's arguments.

B. Type: Analogy (sentences IX-XI)

Question: Are the two cases sufficiently different to make the conclusion a good one?

How well? The author argues that the situation in the early 1900's was different enough from the 1800's that it accounts for the progressive reforms in the early 1900's and not earlier. We need some proof that the public really did see the corruption as significantly worse, or that it was due to business size.

C. Type: Cause and Effect (sentence XI and paragraph 4)

Question: How well does the argument show the connection between the cause and the effect?

How well? The reasoning can be restated in simplified form:

Premise: Progressive business reforms (legislation) occurred right after muckraking articles revealed corruption in government and business.

Premise: Muckraking articles made the public outraged about corruption.

Conclusion: Therefore, progressive business reforms were passed because of the public's outrage about corruption.

P-4 Progressivism
Answer Key
Questions for Historian C

This argument does set up a strong correlation between the muckraking articles and the reform legislation. On the other hand, there are several weaknesses in the reasoning. First, the connection between public opinion and the muckrakers is not clearly established. The author seems to assume that the media shapes public opinion or that it reflects public opinion. This assumption may be true for the progressive era, but it should be examined. For example, if polls existed for this time period showing public concern about business corruption, the connection would be much more solidly established.

A second weakness in the reasoning is that it is post hoc reasoning ("after, therefore because of"). It is based on the assumption that politicians get involved in issues (the political platforms) and pass laws (the regulations) when the media focus on those issues. Again this assumption needs to be examined.

While the author shows a significant correlation which establishes the media and public opinion as a likely possibility as a cause for progressive business reform, the reasoning does not establish it as a cause. How do we know that the progressives, controlled by businessmen, did not from the outset pass the reforms for conservative reasons, coincidentally with the muckraking articles?

D. Type: Sample (sentence XVIII and the table)

Question: Is the sample strong enough to make the conclusion a good one?

How well? In sentence XVIII, we would like a bigger sample than one example to show that "everyone" was now concerned about corruption.

In the table, the size and representativeness of the sample of the states is fine. The size of the sample of the legislation is small. It does give us some indication of an increase in regulatory legislation, but it could be special pleading (other types of regulatory legislation may not have increased). The length of time of the sample is short, but we don't know how important this is.

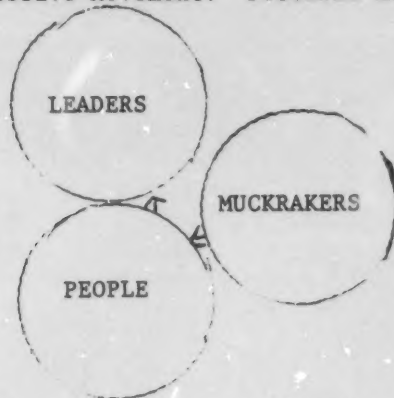
E. Type: Proof (sentences XI, XVI, and others)

Question: Does the evidence or argument really prove the conclusion?

How well? No evidence is presented to support sentence XI. In sentence XVI, if there were many articles and speeches on corruption, it shows that some people were concerned about the issue. However, it doesn't necessarily show that the general public was concerned about the issue.

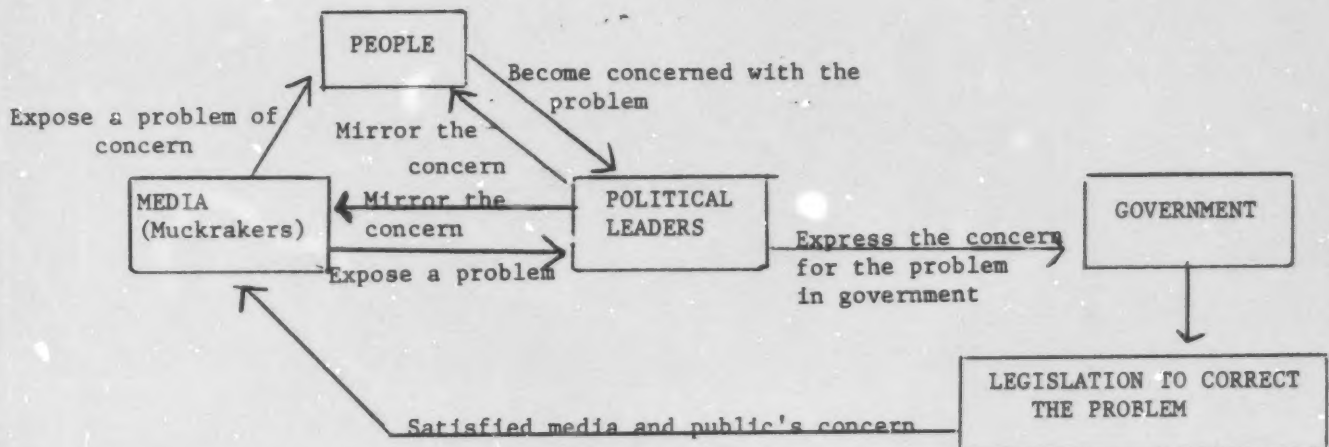
P-4 Progressivism
 Answer Key
 Questions for Historian C

3. Progressive Movement: Possible model



One important question that might arise is: Who are (or controls) the muckrakers? Why did they write their exposés?

4. Operation of Politics: Possible model - similar to Historian A



5. Discuss the reasons for the students' answers. Did their opinions change from what they wrote for this same question (#4) under Historian B?

P-5 PROGRESSIVISM

LESSON PLAN

I. Purpose of the Lesson:

To develop the skills of inferring conclusions, recognizing assumptions, especially underlying assumptions about the world and history, and relating information to hypotheses. See the chart of skills on page 77 of the teacher's guide.

II. Student Preparation for the Lesson:

No special preparation is required either on the Populists or the skills involved in the lesson.

III. Introducing the Lesson:

Ask what a party platform is. Pass out and discuss the handout, "Introduction to the Omaha Platform".

IV. Lesson Options:

- A. Have students read the summary of the Omaha Platform and the relevant information, and answer the questions. Discuss as a class.
- B. Same as A, but have students compare answers in small groups.

V. Altering the Lesson:

- A. Level of the lesson - aimed at average senior high school students.
- B. Making the lesson more challenging - instead of using the question sheet, have students list at least ten things with which they think the Populists would agree.
- C. Making the lesson less difficult - do the first two or three questions as a class, explaining how you arrived at your answers. You could also skip some of the more difficult questions such as #7, 10, 13, 14, 15, 18-23.

VI. Troubleshooting:

Don't argue about right or wrong answers. Some students may have difficulty with the free coinage of silver and how it helps debtors. You might want to read relevant information A, C, D, and explain how it would work in a specific case.

VII. Extending the Lesson:

- A. Have the students look up which of the suggested Populist reforms have been adopted.
- B. Have students read the chapter on the Populists in The Age of Reform by Richard Hofstadter, as suggested in the answer key to questions 22-23.

P-5 PROGRESSIVISM

ANSWER KEY

A. While there are many reasonable inferences that can and should be drawn from the Omaha Platform, there is room for differences of opinion on a number of the questions. What appears here are some suggested lines of reasoning. As in the other lessons in these booklets, the emphasis is more on the thinking which the student does rather than on the answers he/she chooses.

STATEMENT		THE REASON YOU CHECKED OR DID NOT CHECK THIS STATEMENT
<u>No</u>	1. Rich people deserve to keep the money they have.	II, VII - graduated income tax
<u>✓</u>	2. Immigration is bad for the country.	IX, X seems to indicate this.
<u>✓</u>	3. Speculators hurt other people, such as farmers.	IX
<u>No</u>	4. Business owners make an important contribution to creating wealth through the production of goods and services.	II
<u>✓</u>	5. There is fraud or intimidation in elections.	XII
<u>✓</u>	6. Wealth should be more equally divided.	VII
<u>✓</u>	7. Society can be improved through reform.	This whole platform is intended as a reform. Would they try it if they thought reform was impossible?
<u>✓</u>	8. The people should have more say in government.	XII, XIII, XIV
<u>No</u>	9. Reform can be achieved through the Democratic and Republican Parties.	The introduction attacks the two parties as having allowed the situation to get this bad. They caused the problem.
<u>No</u>	10. Freedom is more important than equality.	The platform indicates that inequality of wealth and power is threatening to ruin our country. By imposing more equality of wealth (VII) and power (IV, VIII, IX, XII, XIII, XIV, XV) the situation will be largely corrected. In the process "the people" will also achieve more freedom--they were controlled by the rich before. These proposals in the platform will limit the freedom of the rich and powerful in order to gain more equality.

P-5 Progressivism
Answer Key

STATEMENT	THE REASON YOU CHECKED OR DID NOT CHECK THIS STATEMENT.
☒ 11. An important aspect of history is the struggle between the rich and the poor	The introduction says there are rich and poor classes. I, III say the poor should unite against their enemy (the rich).
☐ No 12. The government is honest.	Not at this point. Otherwise why would they be trying to clean it up.
☐ No? 13. The people are ignorant—they can't control their future.	The Populists are wasting their time if the people can't control their future. On the other hand, you could say that the Populists are trying to inform the ignorant people of the situation.
☒ ? 14. The state legislatures are controlled by the rich people.	XIV - indicates that something is wrong with the state legislatures picking the Senators. It seems reasonable to infer from the statements about the rich controlling so much that this is what the Populists think is the problem with the state legislatures choosing the Senators.
☒ 15. It is possible for a conspiracy of a small number of people to control the history of country for a time.	It seems from the introduction and statements III and V that the Populists believe that a small number of rich people, probably bankers, have conspired to control the country. The question of whether the Populists were anti-Semitic could be discussed here.
☒ 16. The government is controlled by the rich—it must be reformed.	XII, XIII, XIV, and the introduction.
☒ 17. Bankers have too much power.	V

B. Based on the Omaha Platform and the relevant information, put a check next to the statements which you think are probably true. Write the reason you checked or did not check each statement.

STATEMENT	THE REASON YOU CHECKED OR DID NOT CHECK THIS STATEMENT
☒ 18. Many farmers were debtors (they owed money on loans).	VI, Relevant Information A, C, E
☒ 19. Farmers felt railroads were hurting them.	IV, Relevant Information B
☒ 20. The Populists were trying to gain the support of industrial workers.	I, II, III, X, XI, Relevant Information F

P-5 Progressivism
Answer Key

STATEMENT	THE REASON YOU CHECKED OR DID NOT CHECK THIS STATEMENT
<u>No</u> 21. Bankers supported the idea of free coinage of silver.	VI, Relevant Information A, D
_____ 22. Populists were conservative--	This could be an interesting discussion. The idea of government involvement in the economy in the name of the people was radical for that time period, but not radical today. Some historians (such as Richard Hofstadter) were conservative in that they wanted to go back to the golden age of farming when the yeoman farmer was looked upon with dignity, rather than taken advantage of by the forces of industrialization. You might want to assign students to read <u>The Age of Reform</u> by Hofstadter about the Populists. Another interesting point is what is meant by radical. Government ownership of business is radical to many students, but many of the other Populist suggestions are accepted today as ordinary, not radical.
_____ 23. Populists were radical--	

C. Why didn't the Populists win? Listen to their hypotheses.

TEST QUESTIONS

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RECONSTRUCTION

ANSWER KEY

TEST QUESTIONS

1. D
2. B "Result" = effect.
3. B
4. A
5. A
6. A ("Most")
and
7. D
8. A
9. A ("Most")
and
10. D
11. A The man in B is not experienced, and the man in C is biased; he has a reason to distort.
12. B The teacher is in the classroom the most.
13. Inference: The Ku Klux Klan was interested in preventing blacks from voting.
14. Inferences:
 - The shelters at Andersonville were not too good.
 - The prisoners of war were not adequately fed or taken care of.
 - There were at least 12,000 Northern prisoners of war.
 - Both sides took prisoners and had prison camps.
 - Andersonville was one of the worst camps.
 - The two sides in the Civil War were the North and the South.
15. A

INDUSTRIALISM

ANSWER KEY

TEST QUESTIONS

Part I: Rewrite arguments:

A. (Jane)

1. Premise: Jane works hard and is very honest.
2. Premise: People who work hard and are very honest will be a success.
3. Conclusion: Therefore, Jane will be a success.
4. Assumption: The premise in #2.

B. (Standard Oil)

5. Premise: Standard Oil and U.S. Steel are very efficient.
6. Premise: Companies which are efficient will be able to drive smaller companies out of business.

(Or: smaller companies are less efficient.)

(Or: efficiency is an important factor in business success.)
7. Conclusion: Therefore, hundreds of smaller companies will be driven out of business.
8. Assumption: The premise in #6.

Part II: Logic problems

A. (Grant)

9. A
10. C Father's honesty = great president. The logic is faulty but that is the type of reasoning used.
11. D
12. A How great is great?

B. (Mountain)

13. D
14. A Eliminating alternatives.

Industrialism
Answer Key
Test Questions

Part III: Document evaluation

15. D

Part IV: Debate analysis

(Questions 20 and 26 are more difficult. For questions 22 and 26, you might consider letting students use the "Guide to Critical Thinking" in the student booklets to help them answer these questions.)

16. D

17. A ("like")

18. D

19. B

20. C He's attacking the basis of her analogy by questioning whether physical superiority really is important to human survival and success.

21. The rich don't deserve to be rich and/or the poor don't deserve to be poor.

22. B One example for a very large group of people.

23. A

24. D or C

25. C

26. B This is a difficult fallacy to recognize.

LABOR

ANSWER KEY

TEST QUESTIONS

A. Immigration:

1. A
2. B
and
3. C

4. Key Question:

Sample - Is the sample
strong enough?

Comparison - Are the two
cases similar?

How well answered:

It is small. Other immigrant
experiences may have been different.
We don't know how representative
the sample is.

There are many respects in which
they are not similar. Prices may
have been higher in America. Farmers
have different costs--for example,
they may not have to buy much food.
Thus, they need less income.

5. D The argument leaves out many factors, as shows above.
6. C
7. Evaluation by PROP (they have to remember how to evaluate).

P - Primary

R - There is no reason to distort that we can see. Why would he
make himself look bad?

O - No other evidence supporting this evidence.

P - Public statement

Overall, though this evidence is not corroborated and is public, it
is strong because its author has no apparent reason to distort what
he says.

B. Pullman Strike:

8. Union
9. Union
10. Union
11. Management

C. Immigrants

12. C is best

PROGRESSIVISM

ANSWER KEY

TEST QUESTIONS

A. Telephone monopoly

1. A
2. A
3. D

B. Computer Test

4. B Some students will choose A. B is a better answer.

C. Vietnam

5. A
6. A
7. Are the two cases similar enough to make the conclusion a good one?
They are different in many important respects.

D. American Frontier (Turner Thesis)

8. B or A
9. C
10. B
11. B

E. Cornell

12. B
13. People who teach in college want good educations for their children.

Booklet #3

Source Envelope

This envelope contains additional materials that can be used with Booklet #3. The materials in the envelope have unlimited photocopying rights for classroom use only. The following sources are contained in the envelope:

1. Outline of the Guide to Critical Thinking - students could use this as an easier reference to the parts of the Guide.
2. Introductory Worksheets - these are indispensable to introducing and helping students learn the basic skills of the program.
3. Remedial Problems - these can be used for a student who is behind the rest of the class on a specific skill.
4. Worksheets and Handouts for the Various Lessons - these are the basic handouts to supplement the student booklet.
5. Test Questions - these can be used to evaluate student mastery of the skills taught.

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IDEAS FOR POSTERS

Below are some examples of posters that you could have your students make and post in your classroom. We have found posters to be helpful to students as guidelines. As students master the various skills, we take the posters down.

CUE WORDS FOR TYPES OF REASONING

Cause and Effect - led to, reason for

Sample - some, none, most, all, a few

Comparison - like, same as, different from, similar to

Proof - for example, couldn't have been

Debating - other historians say, that view is wrong because

KEY QUESTIONS FOR TYPES OF REASONING

Cause and Effect - Is the connection shown between the cause and effect?

Sample - Is the sample large or representative enough?

Comparison - Are the two cases similar enough?

Proof - Does the evidence or argument prove the conclusion?

Debating - Is the other viewpoint really weakened by this argument?

ANALYZING AN ARGUMENT

M - Main Point

A - Assumptions

R - Reasoning Types

K - Key Questions

E - Evidence

R - Relevant Information

IDENTIFYING UNSTATED ASSUMPTIONS

1. Find the conclusion.
2. Rewrite the first premise in your own words.
3. Combine the unique part of the premise with the unique part of the conclusion in a new statement.
4. Phrase the new statement in general terms (such as "countries which ..")
Example:

"John is not a football player.
He weighs only 130 pounds."

Step 2: John weighs only 130 pounds

Step 4: People who weigh only 130 pounds are not football players.

Step 1: John is not a football player

Step 3

EVIDENCE

I. What it is:

- A. Statements by witnesses
- B. Written documents
- C. Objects

(You must know the source for it to be evidence.)

II. Evaluating evidence:

P - Primary or secondary?

R - Reason to distort?

O - Other evidence showing the same as this evidence?

P - Public or private?

Outline of the Guide to Critical Thinking

Introduction

Arguments are made up of three parts:

1. Evidence
2. Values
3. Logic

I. Evidence

A. There are three sources of evidence;

1. Statements by witnesses
2. Documents
3. Objects

B. In an argument there are three possibilities regarding evidence:

1. No evidence
2. Factual information (sourceless evidence)
3. Evidence

C. When actual evidence is given, it can be judged according to these four factors:

P - Primary or secondary source?

R - Reason to distort?

O - Other evidence supporting this evidence?

P - Private or public statement?

D. There are other factors as well in judging evidence (see "Guide" for these).

II. Values

A. Values are conditions which the author of an argument believes are good (Money, success).

B. Values in arguments:

1. Authors' values are revealed through words which make value judgments. Words such as:

- a. Good/bad
- b. Should/should not
- c. Right/wrong

2. You can examine a value judgment made by an author by: (see the "Guide" for examples)

- a. Separating the argument into the factual and value parts.
- b. Stating the value part in general terms.
- c. Raising specific cases to see if the value is right in all cases.

III. Logic or Reasoning

A. Logic or reasoning is the process of reaching a conclusion on the basis of information or experience.

B. Main points and conclusions:

1. Main points are what the authors of longer (more than one paragraph) arguments are trying to prove, while conclusions are what the authors of shorter (one paragraph or less) arguments are trying to prove.

2. You find the conclusion or main point by:

a. Asking yourself, "What is the author trying to convince me of?"

b. Looking for the place to put "Therefore."

3. Cue words:

Conclusions
therefore
hence
so
thus
then
shows that
consequently

Premises
because
for
since
suppose that
given that
if

C. Words:

1. Watch for value words and vague or undefined words.

2. Fallacies involved with words:

a. Jargon

b. Equivocation

D. Assumptions and Inferences:

1. An assumption is something which is not stated but which is taken for granted by the author.

2. An inference is a conclusion that goes beyond the evidence upon which it is based.

E. Types of Reasoning Used in History

1. There are five types of reasoning. Most arguments are a combination of several of the types.

2. Types:

a. Comparison (Analogy) - compares two cases, and reasons that what is true for one will be true for the other.

b. Sample (Generalization) - reasons that what is true for part of a group (the sample) is true for all or most of that group.

c. Cause and Effect - argues that something caused something else.

d. Proof - uses evidence or logic (authority, or eliminating alternatives) to prove the argument.

e. Debating - refers to another argument on the same topic and shows why this other viewpoint is wrong or partially wrong.

F. Key Questions:

1. These help you judge how good the reasoning is.
2. Key questions:
 - a. Comparison: Are the two cases compared similar enough to make the conclusion a good one?
 - b. Sample: Is the sample good enough to make the conclusion a good one?
 - c. Cause and effect: Does the author really show the connection between the cause and the effect?
 - d. Proof: Does the evidence or the argument (like eliminating alternatives) make the conclusion a good one?
 - e. Debating: Does the author give good enough reasons for disproving the other argument?

G. Fallacies in History:

1. A fallacy is an error in logic.
2. Fallacies:
 - a. Comparison Fallacies - No specific fallacies
 - b. Sample Fallacies:
 1. Unrepresentative Sample (or Hasty Generalization)
 2. Stereotyping (or Composition or Division)
 3. Special Pleading
 - c. Cause and Effect Fallacies:
 1. Single Cause
 2. Preceding Event as Cause
 3. Correlation as Cause
 - d. Proof Fallacies:
 1. Irrelevant Proof
 2. Negative Proof
 3. Numbers
 4. Appeal to Authority
 5. Appeal to the Golden Mean
 6. False Scenario
 7. Either-Or
 8. Begging the Question

e. Debating Fallacies:

1. Attacking the Arguer (Ad Hominem)
2. Straw Man
3. Appeal to Irrelevant Outcome

IV. Models for Analyzing Arguments:

A. Written arguments - MARKER

M - Main point

A - Assumptions (and values and value judgments)

R - Types of Reasoning

K - Key Questions (and fallacies)

E - Evidence

R - Relevant information (and common sense)

B. Films - PIPE

P - Point of view

I - Inferences

P - Persuasive techniques

E - Evidence

IN-1 Introduction The Bermuda Triangle

The Bermuda Triangle (an area roughly from Bermuda, southwest to Florida, then east out into the Atlantic, and then northwest back to Bermuda) is one of the most dangerous and strange spots on earth. The number of ships lost in the Triangle is staggering, starting back in the 1600's right up to today. In recent years an average of about 100 ships and many airplanes are lost each year in the area. It is common knowledge among commercial pilots and ship captains that the Triangle is dangerous.

It is what has happened to these boats and planes which is especially mysterious, however, and which gives the area its name as the "Devil's Triangle." For example, the boat, the "Hollyhock" was off the coast of Florida when it suddenly lost radio contact with the coast. Later, it picked up California on the radio. Then it spotted land on its monitors where there was no land! The "Hollyhock" disappeared without a trace.

Another boat, the "Witchcraft," was at buoy number 7 only two miles off the coast of Miami admiring the lights of the city. The owner of the boat radioed to the Coast Guard to come out because the boat was taking on water. However, it was in no serious danger because it had built-in floatation chambers. When the Coast Guard arrived at buoy number 7, the "Witchcraft" had vanished.

Airplanes, too, have had bizarre incidents. The "Star Tiger" was flying over the Devil's Triangle when suddenly radio contact was lost. No wreckage of the plane was ever found.

In 1963 two KC-135 jet tankers disappeared 300 miles southwest of Bermuda. What caused these planes to go down?

Probably the most incredible incident was Flight 19 from Fort Lauderdale, Florida on December 5, 1945. Five Avenger aircraft took off that day on a regular training flight for the Navy. Pilot Cosner did not go on the flight. Why not? Commander Taylor seemed hesitant. Did he have the same peculiar feeling that Cosner had? The flight was routine at first, but then the planes did not request to land after 15 minutes. The pilots seemed confused and their instruments were doing weird things. The air base had radio contact with the planes and heard the pilots say things such as "which way is west?" or refer to things such as "upside down" and "white water." The planes kept changing directions, almost flying in circles. Then--silence. A search plane was sent out, and it, too, disappeared. The Navy has kept the incident quiet. And the Navy hasn't out-and-out denied the story as authors have showed it.

It is difficult to explain what happens in the Devil's Triangle. Some people believe that there is a magnetic field which throws everything off. Others believe it has to do with the lost continent of Atlantis. Whatever the cause of the situation, it is worth thinking twice before traveling through this area, one of the strangest spots on our earth.

IN-1 Introduction
The Bermuda Triangle
Relevant Information

1. The "Star Tiger's" flight was at night in poor weather.
2. It is not unheard of, although it is infrequent, for boats out in the ocean to pick up distant areas on the radio.
3. Rain clouds can sometimes look like land on radar.
4. The "Witchcraft" was out in bad weather.
5. There was no mention that the "Witchcraft" was near buoy 7, according to Coast Guard reports. One author estimated the location by comparing several reports.
6. It would have taken the Coast Guard about 20 minutes to get to where the "Witchcraft" was.
7. In 20 minutes a boat can drift about 1 mile in calm seas.
8. It is extremely difficult to find the wreckage of a plane or boat in the ocean, even on a clear day.
9. Debris found in one spot in the ocean contained the serial numbers of both KC-135 jet tankers. Some observers say this indicates that the two planes collided in the air.
10. The editor of Aviation Week stated that based on a statistical analysis of the number of accidents in an area compared with the number of flights in that area, the Bermuda Triangle is one of the safest spots in the world. It is a popular area with pilots.
11. An Avenger aircraft will sink into the ocean roughly 45 seconds after splashing down.
12. Two men who were in the radio tower in Fort Lauderdale at the time of Flight 19 do not recall the pilots of the Avenger saying, "which way is west?" or "upside down" or "white water". These two men say the planes were definitely lost.
13. Commander Taylor of Flight 19 radioed, "If we fly north, then east, we'll get home." He also mentioned being over the Keys (islands). He may have thought he was over the Florida Keys, when actually he was over the Grand Keys in the Atlantic. His course of north, then east would have taken the planes toward the middle of the Atlantic.
14. At the time that radio contact was lost with the plane sent to search for Flight 19, people on the coast saw an explosion at the location of the plane.
15. About 100 ships are lost each year in the Bermuda Triangle out of 10,000 distress calls made to the Coast Guard.
16. According to the Coast Guard, many pleasure boat owners don't know what they're doing in the ocean. For example, when the Coast Guard told one owner to plot a course toward an island,

IN-1 Introduction
The Bermuda Triangle
Relevant Information

16. (continued)

the owner said he couldn't find it on his map. When the Coast Guard asked him what map he was using, he said he was looking at the world atlas.

17. Each author who writes about the Bermuda Triangle describes a triangle of a different size and shape from the other authors.
18. The writer of the Bermuda Triangle article is an author of books on popular subjects, such as mysterious and bizarre phenomena.

Worksheet - Evidence

Historian A

"The city government was one of the most corrupt in recent history. The people have really suffered because of the corruption."

Historian B

"The city government under Mayor Mello was one of the most corrupt in recent history. Four government workers said that corruption was widespread."

Historian C

"The city government under Mayor Mello was one of the most corrupt in recent history. Over \$20 million was stolen on one project alone."

Historian D

"The city government under Mayor Mello was one of the most corrupt in recent history. Six workers of the Mello government were convicted of corruption."

What is the evidence in the four viewpoints above ?

- A - No evidence.
- B - Factual Information (sourceless evidence).
- C - Evidence.

- _____ 1. Historian A
- _____ 2. Historian B
- _____ 3. Historian C
- _____ 4. Historian D

IN-3C Introduction
Evidence

You are now a historian trying to figure out who stabbed John Jones in the corridor at Hamilton-Wenham, but in 1940, not today. As a historian, you have the following pieces of information (evidence):

- A. There was an investigation by police into the alleged murder of John Jones.
 - 1. The police concluded that he was murdered by stab wounds.
 - 2. The police had three suspects: 1. Clarence Kelly, 2. Slim Stowell, and 3. Luke Levin. All three were in the corridor within 10 feet of John Jones when he was murdered.
 - 3. The police felt they had enough evidence to prosecute Luke Levin.
- B. There was a trial of Luke Levin for the alleged murder of John Jones. In the trial:
 - 4. Luke's girlfriend said he was a good person and he never would kill anyone.
 - 5. A teacher testified he opened the door of his room and entered the corridor as soon as he heard John Jones scream. No one could have moved, and no one was moving when he looked into the corridor. John was lying on the floor while Luke, Clarence, and Slim were standing within 10 feet, looking at him. Luke was closest to John.
 - 6. Clarence testified that he didn't do it, but he was looking the other way so he doesn't know whether Luke or Slim did it.
 - 7. Slim testified that he didn't do it, that Luke did it.
 - 8. Luke testified that he didn't do it, that Slim did it.
 - 9. Witness A, who didn't know any of the men, said he heard John say "No, Luke, no" right before the murder.
 - 10. Witness B, who was 35 feet away and who didn't know any of the men, said he saw Luke stab John.
 - 11. The knife was shown to have Luke's fingerprints on it, and only Luke's.
 - 12. Both Luke and Slim had knives with them on that day, according to Clarence.
 - 13. The police found a knife on Slim at the scene of the murder, as well as the knife in John. No other weapons were found.

14. An IOU note was produced at the trial showing that John owed Luke \$300, which was due to be paid three days before the murder.
15. Witness C testified that Slim did not like John.
16. Witness D, 50 feet away, testified that she saw Luke stab John.
17. Witness E, in another part of the building, not within sight of the murder scene, says he's sure Luke killed John.
18. A letter was presented at the trial, by Luke's girlfriend, to her mother in which she says Luke hated John.

C. The jury found Luke guilty of murder.

1. As a historian, do you think the jury was right in its verdict?
Why?
2. Give one example for each type of evidence presented. Just write the number of the evidence on the line:

- _____ A. Statements by witnesses
- _____ B. Documents (written information)
- _____ C. Objects

3. Evaluate (judge) the following evidence according to the factors (criteria) given

Factors	#4	#7	#10	#11	#14	#17
1. Witness has reason to lie?						
2. Public or private statement?						
3. Primary or secondary?						
4. Other evidence showing the same thing?						

IN-4 Introduction

- A. "The colonists were right to take the Indian's land, since the Indians weren't using it right."
 - 1. General value statement: ("It's all right to take what someone else owns if they aren't using it right.")
 - 2. Other examples: (It's all right for me to steal your car because you aren't using it right.)

- B. "The colonists should not have hung the alleged witches because they really didn't have any good evidence that they were witches."
 - 3. General value statement:

 - 4. Other examples:

- C. "The colonists should not have revolted from England because they could have made more money under England."
 - 5. General value statement:

 - 6. Other examples:

IN-5 Introduction
Worksheet-Conclusions

1. When the bell rings it's time for lunch, 2. and the bell just rang.
3. So, it's time for lunch.

- _____ 1. The conclusion is:
A. 1 C. 3
B. 2 D. It's not stated.

1. Mary must be able to swim better than John. 2. She's on the swim team and John isn't, 3. and people who are on swim teams swim better than people who aren't on swim teams.

- _____ 2. The conclusion is:
A. 1 C. 3
B. 2 D. It's not stated.

1. Mom, since I've passed all my tests this week, 2. I should be able to go out with the guys.

- _____ 3. The conclusion is:
A. 1 C. Passing tests is good. (Notice cue word
B. 2 D. It's not stated. "since" for premise)

1. Our hockey team won, 2. because we have the better team.

- _____ 4. The conclusion is:
A. 1 C. Your hockey team stinks.
B. 2 D. We'll beat you again next year, too.

1. When you think about it you'll realize which day is the best for lunches in the cafeteria. 2. You can't beat the salad lunches on Tuesdays. 3. They are good for you. 4. They are low in calories. 5. The insects you find in the lettuce are high in protein. 6. Even the plates are great on Tuesdays.

- _____ 5. The conclusion is:
A. You should think about the lunches.
B. Tuesdays are best for lunches in the cafeteria.
C. The salad lunches are low in calories and high in protein.
D. None of the above.

IN-6 Introduction
WORKSHEET - ASSUMPTIONS

"Even if I have a head start in running to the beach, you'll get there first."

- _____ 1. What is an assumption in this argument?
- A. The beach is a long way from where we are.
 - B. You won't take a short cut.
 - C. You run faster than me.
 - D. I run faster than you.

"Beth is older than Roger, so she must be older than Marie, also."

- _____ 2. What is an assumption in this argument?
- A. Beth is older than Marie.
 - B. Roger is as old as or older than Marie.
 - C. Beth is older than Roger.
 - D. Beth and Marie are cement heads.

"The Rolling Stones are a better group than The Clash, because their music is more acid rock."

- _____ 3. What is the assumption?
- A. The Clash should not play acid rock.
 - B. Groups which play acid rock are better.
 - C. The Stones should not play acid rock.
 - D. The Stones are a better group than The Clash.

"Fred must be a good mechanic, since he works for the Shell Station downtown."

4. What is the assumption? Write it out. (Hint: Look at the examples above for help.)

WORKSHEET-TYPES OF REASONING

ANSWERS:

- A. Proof - Mom, I mowed the grass so I can go out.
- B. Cause and Effect - Why is Jenny sick? (ham sandwich).
- C. Sample (Generalization) - Is it a bag full of paperclips?
- D. Comparison (Analogy) - Harry is a better driver because his time is lower.
- E. Debating - Harry's argument is weak because . . . (Refers to another argument).

- _____ 1. Fred drank four gallons of water before he ran in the Boston Marathon and he finished the race. So, if I want to finish this race I should drink four gallons of water, too.
- _____ 2. The ten kids I asked all said they liked the dance, so I think we can say that most of the kids who went liked the dance.
- _____ 3. The situation today is just like the situation right before the Great Depression of 1929. So it looks like we're going to have another depression.
- _____ 4. Karen said most of the kids didn't like the dance. But she didn't even ask anyone else what they thought. So how does she really know?
- _____ 5. There are three reasons why the U. S. had a Civil War in 1861. Slavery, abolitionism, and economic differences between the North and the South led to the War.
- _____ 6. Other historians have said that the U. S. should not have become involved in the War of 1812. These historians are wrong, because they've overlooked the tremendous manufacturing gains the U. S. made from the War.
- _____ 7. John and Christine were the only two people who could possibly have bought the refrigerator. But John was away on vacation all summer, so Christine must have bought it.

IN-8 Introduction

Worksheet - Key Questions

A. Comparisons: (Key Question: Are the two cases compared similar enough to make the conclusion a good one?)

1. Which of the following comparisons seems to be the strongest?

- A. Harry did all his homework in history class, and he got an "A" in the course. So, if I do all my homework I should be able to get an "A" also. After all, I have always received the same grades as Harry in the same courses, including history, and I'll have the same teacher for this history course.
- B. Harry did all his homework in history class, and he got an "A" in the course. So, if I do all my homework I should be able to get an "A" also. After all, in some courses I have received about the same grades as Harry, in fact higher in Math and Science, and my intelligence tests show I'm as smart as he is.
- C. Harry did all his homework in history class, and he got an "A" in the course. So, if I do all my homework I should be able to get an "A" also. After all, I'm just as smart as Harry, and I've done as well as he has in French class. Also, I know as much about history as Harry does.

2. Which of the following comparisons below seems to be the strongest?

- A. Staci drank three glasses of water before she ran in the Boston Marathon, and she finished the race. So if I want to finish this 6-mile race I should drink three glasses of water. After all, Staci and I wear the same kind of running shoes and have the same length hair.
- B. Staci used the Oregon State training program before she ran in a 6-mile race, and she finished the race. So, if I try the Oregon State training program I should finish the marathon coming up this year. After all, Staci and I are about the same size and weight.
- C. Staci drank three glasses of water before she ran in the Boston Marathon, and she finished the race. So I should drink three glasses of water before running this marathon. After all, the temperature is the same today as it was in the Boston Marathon, and Staci and I are about the same size and weight, and have trained about the same.

B. Sample: (Key Question: Is the sample good enough to make the conclusion a good one?)

3. Which of the following samples seems to give the strongest support for the statement: "Most of the students enjoyed the dance."

IN-8 Introduction

Worksheet - Key Questions

- A. Five students were asked.
- B. 20 students were asked.
- C. 30 students were asked.
- D. 40 students were asked.

_____ 4. Which sample below seems to give the strongest support for the statement: "Mayor Anderson is popular in the city".

- A. 450 people were asked at the country club, which is located on the east side of the city.
- B. 120 people were asked in proportion to their numbers in the city. For example, 50% of the people asked were women because 50% of the people in the city are women.
- C. 100 of the city workers were asked. People were asked from each department in the city government: parks, water, taxation, police, fire, and so forth. The people were asked on their lunch hours.
- D. 150 people were asked at Frumtown University, located in the downtown section of the city.
- E. 180 people were called at home at random on the telephone, over the course of five mornings.

_____ 5. Which of the following samples seems to give the strongest support for the statement: "Slaves had a short life expectancy (they didn't live to be very old, on average)."

- A. A check of the 1850 census for the age of death of slaves in all the Southern States.
- B. A check of the records from one plantation over 50 years for the age at death of the slaves.
- C. A check of plantation and legal records of three Southern States (Virginia, Georgia, and Louisiana) from 1700 - 1850 for the age at death of slaves.
- D. A statement by an abolitionist (someone opposed to slavery) that slaves had a short life expectancy.

3. Cause and Effect: (Key Question: Does the author really show the connection between the cause and the effect?)

_____ 6. Which of the following statements makes the best connection between the cause and the effect?

IN-8 Introduction

Worksheet - Key Questions

6. (continued)

- A. Missy was sick because she ate meat that was spoiled. That meat has been in the refrigerator for at least a week and then was left on the table for two hours.
- B. Missy was sick because she ate meat that was spoiled. A blood test taken at the hospital showed that she was suffering from food poisoning from rotten meat. Several people said that the only thing she had had for lunch that day was the meat.
- C. Missy was sick because she ate meat that was spoiled. Fourteen other people who were at the picnic who ate the meat also became sick.
- D. Missy was sick because she ate meat that was spoiled. The meat smelled awful, and Missy has a weak stomach.

7. Which of the following statements makes the best connection between the cause and the effect?

- A. One important cause for World War I was the system of entangling alliances in Europe. There had been alliances in Europe for many years, but after 1900 all the major countries were involved in them. The Triple Alliance and the Triple Entente ensured that when a disagreement arose a war was sure to result.
- B. One important cause for World War I was the system of entangling alliances in Europe. France, England and Russia were allied in the Triple Entente, while Germany, Austria-Hungary, and Italy were involved in the Triple Alliance. With all those countries involved war could hardly be avoided.
- C. One important cause for World War I was the system of entangling alliances in Europe. With six major countries involved in two alliance systems, a disagreement between any two could lead to war. This is what happened. When Austria-Hungary and Russia opposed each other over Serbia, Germany, as Austria-Hungary's ally, got involved and attacked Russia's ally, France. Since England was also allied, she declared war, also. Now all the major countries were at war.

D. Proof: (Key Question: Does the evidence or the argument make the conclusion a good one?)

8. Which of the following best proves the conclusion: "Medical care in the U.S. is improving."

- A. A government study showing that doctors' salaries

IN-8 Introduction

Worksheet - Key Questions

8. (A. continued)

are increasing.

- B. A government study showing that hospitals costs are increasing.
- C. A government study showing that hospital costs are decreasing.
- D. A government study showing that there are fewer complications than before in serious operations.

9. Which of the following best proves the conclusion: "The Life expectancy of the average American increased in the 1800's."

- A. A government study in 1850 that Americans were living longer than in 1800.
- B. A government study in 1890 that Americans were spending more time and money on leisure time.
- C. A government study in 1890 that Americans were living longer than in 1800.
- D. A government study in 1900 that the life expectancy of American women had increased faster than that of American men.

E. Debating: (Key Question: Does the author give good enough reasons for disproving the other argument?)

John and Marie are arguing about which marching band is better.

John: "The Goffstown High Band is better than the Laconia Band because the music Goffstown plays is louder and the drills it does are more precise."

10. Which argument by Marie gives the best reasons for disproving John's argument?

- A. John's argument is wrong because he cannot say for sure that one band's music is louder or that one's drills are more precise. He was at the refreshment stand when the bands were playing, so he would get a distorted impression of the music and drills.
- B. John's argument is wrong because he is a member of the Goffstown Band.
- C. John's argument is wrong because the loudness of the music and the precision of the drills are not the two most

IN-8 Introduction

Worksheet - Key Questions

10. (C. continued)

important factors in evaluating a band. Rather, the quality of the music and the drills is what counts.

- D. John's argument is wrong because he is wrong about everything. If you want to be right, choose the opposite from what John chooses.

IN-9 Introduction
Worksheet - Fallacies

1. The disrespect for law and order that seems to
be everywhere today can be traced to the day we let the Beatles in
the country back in 1964.
2. We can either support good old ways of teach-
ing reading, writing, and arithmetic, or we can turn our schools
over to revolutionaries and yoga experts.
3. Is Councilman X a crook? Why, no. He always
shows up at every council meeting.
4. Mr. Jones is crazy. He has a plan to end war
for all time, but we can't take seriously the ideas of a fellow who
burns incense and lives off yogurt.
5. I noticed that every time we have lightning,
we also have rain. The lightning must be responsible for the rain.
6. If this class had a better teacher, more stu-
dents would have received A's last term.
7. In 1840, almost everyone was working 10 hours
a day or more by the time he was 15, and the country was healthy.
We'd have a healthier country today if we closed schools and put
the kids to work.
8. A poll taken in my Junior History class proves
that the President is unpopular.
9. Increased federal spending must be good for
the economy, since you cannot prove it is bad.
10. You cannot accept his view that there is a
need to increase the size of the armed forces since he is a mil-
itary officer, and military officers are expected to recommend an
increase in military personnel.
11. We must reduce the size of the public debt,
since Pete Peeters, Bruins goalie, stated that this is essential.
12. Since you cannot prove intelligence tests
are inaccurate, they must be accurate.
13. You cannot be serious in stating that the
military involvement in Southeast Asia should be supported, since
you have not enlisted in the military forces in support of military
activities there.
14. Salesman to customer simply looking at TV sets,
"Shall I charge this TV set to your account or do you wish to pay
cash?"

IN-9 Introduction
Worksheet - Fallacies

15. _____ Proposition 2½ is a good law. My taxes are quite a bit lower now.
16. _____ Research has failed to prove that cigarette smoking is really harmful to health. Therefore, it is reasonable to conclude that cigarette smoking will not hurt us.
17. _____ Doctor Smith must be a poor medical doctor. Did not the newspapers report his involvement in a nightclub brawl, and is he not divorced?
18. _____ Jones pitched an excellent game after he had an argument with his wife; therefore, he should have more arguments with his wife.
19. _____ Either it's all right or it's all wrong. You will admit that it is not all right; therefore, it must be all wrong.
20. _____ My client cannot be guilty of this crime. See how honest his eyes appear. Notice what a clean-cut, square-jawed countenance he has.
21. _____ You can't possibly accept his views that the employees need a raise. After all, he is the executive secretary of the labor union, and he is paid to make these kinds of statements.
22. _____ You said that teachers should not get a pay raise this year. Why do you dislike teachers?
23. _____ President Reagan was elected because of the way Carter handled the Iranian Hostage situation.
24. _____ We should not have a complete nuclear freeze. We also cannot keep building with no limit. This means a partial freeze would be best.

What is a word which makes a value judgment in each of the following arguments?

- _____ 1. Monopolies rip off the public, and they hurt our economy.
Therefore, the government should prevent monopolies.
A. Public C. Rip off
B. Economy D. Therefore
- _____ 2. What is another value word in the argument in #1?
A. Government C. Prevent
B. Should D. They
- _____ 3. Farmers were hurt in the late 1800's by the practice of
railroads of charging more for shipping on short hauls than
on long hauls. This unfair practice caused the loss of
thousands of dollars for farmers who shipped short distances.
A. Unfair C. Charging E. Short
B. Loss D. More F. Thousands
- _____ 4. Charging more for short hauls than for long hauls by railroads
in the late 1800's was not done by evil men to take advantage
of shippers (especially farmers).
A. Railroads C. Evil E. Done
B. More D. Shippers
- _____ 5. Reformers, such as Jane Addams, hurt society. They never
succeed in ending poverty and they raise the hopes of the
poor for a better life, which the poor never get.
A. Hurt C. Reformers E. Poor
B. Succeed D. Never F. Life
- _____ 6. Farmers' problems in the late 1800's were their own fault.
They shouldn't have borrowed so much money and spent it on
things they didn't need.
A. Farmers C. Own
B. Late D. Fault
- _____ 7. What is another value word in the argument in #6?
A. Shouldn't C. Money
B. Borrowed D. Spent
- _____ 8. What is another value word?
A. Their C. Didn't need
B. Things D. They

What is the conclusion of each of the following arguments?

- _____ 1. Monopolies rip off the public, and they hurt our economy.
Therefore, the government should prevent monopolies.
A. Monopolies rip off the public.
B. Monopolies hurt our economy.
C. Our economy is worth helping.
D. The government should prevent monopolies.

- _____ 2. The Democrats spent only \$300,000 on William Jennings Bryan's campaign in 1896, while the Republicans spent \$7,000,000 on his opponent. Therefore, Bryan was defeated because he spent less money.
A. Democrats spent \$300,000.
B. Republicans spent \$7,000,000.
C. This spending difference was important.
D. Bryan lost because he spent less money.

- _____ 3. Reformers, such as Jane Addams, hurt society. They never succeed in ending poverty, and they raise the poor's hopes for a better life, which the poor never get.
A. Reformers hurt society.
B. They never succeed in ending poverty.
C. They raise the poor's hopes for a better life.
D. The poor never get a better life.

- _____ 4. Germany hurt our pride when she sank our ships in 1917. When our pride was hurt we had to go to war. So the U. S. was right to go to war in 1917.
A. Germany hurt our pride when she sank our ships.
B. When our pride was hurt we had to go to war.
C. The U. S. was right to go to war.
D. 1917 was the key year for entering the War.

- _____ 5. The U. S. was right to go to war in 1917. We had no other choice after Germany sank our ships and hurt our pride.
A. Germany hurt our pride.
B. When our pride was hurt we had to go to war.
C. The U. S. was right to go to war.
D. 1917 was the key year for entering the war.

What is the conclusion of each of the following arguments?

- _____ 1. The government needs to step in to prevent monopolies in business, because monopolies rip off the public.
A. The government needs to step in to prevent monopolies in business.
B. Monopolies rip off the public.
C. The public should control the government.
D. The government needs to control the public.
- _____ 2. (I) Reformers who try to help the poor never succeed in ending poverty. (II) However, they do raise the poor's hopes for a better life which the poor never get. (III) Therefore, reformers hurt society.
A. I C. III
B. II D. Reformers should leave the poor alone.
- _____ 3. (I) Farmers' problems in the late 19th century were their own fault. (II) They shouldn't have borrowed so much money (III) and spent it on things they didn't need.
A. I C. III
B. II D. Farmers were stupid.
- _____ 4. (I) William Jennings Bryan was defeated in the election of 1896 because his party spent less money. (II) The Democrats had only \$300,000 to spend on his campaign. (III) Meanwhile, the Republicans spent \$7,000,000 on his opponent. (IV) No wonder he lost.
A. I C. III
B. II D. IV
- _____ 5. (I) Just look at what happens when government gets involved in people's lives. (II) It almost always hurts them. (III) Therefore, government interference in society is wrong.
A. I C. III
B. II D. People's lives are worth saving.
- _____ 6. (I) Government interference in society is wrong. (II) Just look at what happens when government gets involved in people's lives. (III) It almost always hurts them.
A. I C. III
B. II D. The government watches people's lives.

EP-4 EXTRA PROBLEMS - CONCLUSIONS

What is the conclusion of each of the following?

- _____ 1. (I) The businessman who builds a factory builds a temple,
(II) and the workers worship in that temple.
A. I C. Workers should be religious.
B. II D. Businessmen should be respected and supported.
- _____ 2. (I) The U. S. took steps against Japan by April, 1941. (II) This
caused Japan to attack further into Indochina. (III) As a result,
the U. S. cut off all trade with Japan. (IV) What choice did
Japan have at this point but to attack the U. S.? (V) They chose
Pearl Harbor.
A. I E. V
B. II F. The U. S. should not have cut off all aid to Japan.
C. III G. The U. S. forced Japan to attack Pearl Harbor.
D. IV
- _____ 3. (I) The stock market can be used as a monitor of the country's
economic health. (II) After the start of the NRA (National Recovery
Administration), a New Deal agency to promote recovery from the
Depression of the 1930's, the stock market remained at its low 1933
level.
A. I C. The NRA did not bring economic recovery.
B. II D. The NRA did not help the stock market.
E. The New Deal did not bring economic recovery.
- _____ 4. (I) An imperialist country is one which operates in another country
for its own selfish interests. (II) The U. S. entered the Vietnam
War to further her own interests.
A. I C. The Vietnam War was an imperialist war.
B. II D. The U. S. was an imperialist country in the Vietnam War.
E. Imperialism is wrong.
- _____ 5. (I) The rebels in El Salvador are radical, so there is a danger of
the country becoming pro-Soviet if the rebels win. (II) In this
situation the U. S. has to intervene to stop the revolution or we'll
lose the country to the U.S.S.R.
A. I C. U. S. intervention will work.
B. II D. Radicals support the U.S.S.R.

What is the most vague or undefined word in each of the following arguments?
(That is, a word for which we have no precise meaning.)

- _____ 1. We need government regulation of product safety. Without it people will be endangered, and safety levels will be inadequate.
A. Government C. Product
B. People D. Inadequate
- _____ 2. Medicare pays for many unneeded or overpriced operations.
A. Medicare C. Unneeded
B. Pays D. Operations
- _____ 3. Immigrants came in times of prosperity but not in periods of economic decline.
A. Immigrants C. Economic
B. Prosperity D. Came
- _____ 4. America should cut down on immigration - we allow too many immigrants into the country.
A. America C. Immigration E. Country
B. Down D. Too many
- _____ 5. There is no question about the fact that the government should help the poor achieve a decent level of living.
A. Question C. Government
B. About D. Poor
- _____ 6. What is another undefined word in the argument in #5?
A. Should C. Decent
B. Fact D. Living

What is the assumption in each of the following arguments?

- _____ 1. Monopolies hurt our economy, so the government should prevent them.
 - A. The government should prevent them (monopolies).
 - B. Something which hurts our economy should be prevented by our government.
 - C. Our economy provides needed money for our government.
 - D. Monopolies hurt our government.

- _____ 2. Germany hurt our pride when she sank our ships in 1917, so we were right to go to war with her.
 - A. Going to war to save a country's pride is right.
 - B. Our ships should be able to sail anywhere in the world.
 - C. Germany bullied us by sinking our ships.
 - D. We should be proud of our war effort in World War I.

- _____ 3. Government almost always hurts some people when it gets involved in people's lives. Therefore, government involvement in people's lives is wrong.
 - A. Government involvement in people's lives is wrong.
 - B. People should not interfere with the government.
 - C. Something which hurts some people is wrong.
 - D. Things which help some people should be encouraged.

- _____ 4. The U. S. was wrong to take over the Philippines in 1899. After all, we did it mainly to help ourselves but, not them.
 - A. The U. S. was wrong to take over the Philippines.
 - B. A country which takes over another country mainly to help itself out is wrong.
 - C. The Philippines was not worth taking over in 1899.
 - D. We should have taken over the Philippines mainly to help them out, not us.

- A. What are two assumptions in the following argument?
(An assumption is something unstated for which no proof is offered.)

- _____ 1. "The rebels in El Salvador are radical, so the country will become pro Soviet if the rebels win. In this situation the U. S. has to intervene to stop the revolution or we'll lose the country to the U.S.S.R."
- _____ 2. A. There are rebels in El Salvador.
B. U. S. intervention will help defeat the rebels.
C. The U. S. has to intervene.
D. There is no revolution in El Salvador.
E. The country will become pro Soviet if the rebels win.

- B. What is an assumption in each of the following arguments?

- _____ 3. Farmers were hurt badly in the late 1800's by the practice of railroads of charging more for shipping on short hauls than on long hauls. This unfair practice caused the loss of thousands of dollars for farmers who shipped short distances.
A. Some farmers lost their farms due to the railroads.
B. Charging more for short hauls was wrong.
C. Farmers should have bought their own trucks for shipping.
D. Charging more for shipping on short hauls doesn't make sense.
- _____ 4. We should do away with the property tax as the method for raising revenue for our cities. The property tax involves uneven and therefore unfair assessments (some people pay more taxes for property worth the same as other property).
A. We should do away with the property tax.
B. Our cities don't need tax revenue.
C. The best way to correct uneven assessments is to do away with the tax.
D. The sales tax would be a fairer tax.
- _____ 5. McCarthy's accusations hurt many people's careers. 18 people in the State Department who were accused by McCarthy lost their jobs.
A. McCarthy's accusations were wrong.
B. McCarthy's accusations caused the 18 people to lose their jobs.
C. Those who did not lose their jobs were not accused by McCarthy.
D. People's careers were not as important as Communism.

Write out two assumptions in the following argument:

- A. John F. Kennedy had a good idea about how to get the economy moving again. However, when he introduced it as a bill to Congress the special interest groups got hold of it and destroyed it.

1.

2.

- B. We need government regulation of product safety. Without it people will be endangered and safety levels will be inadequate.

3.

4.

- C. The government should step in to prevent monopolies in business--monopolies which take advantage of the public.

5.

For each of the following arguments write the letter of the correct type of argument.

- A. Evidence (Proof)
- B. Cause and Effect
- C. Sample (Generalization)
- D. Comparison (Analogy)
- E. Debating

- _____ 1. The man who builds a factory builds a temple, and the workers worship in that temple.
- _____ 2. The main reason the U. S. entered World War I was because the Germans broke their "Sussex" pledge and kept sinking American ships.
- _____ 3. The U. S. forced Japan to attack Pearl Harbor. The U. S. took steps against Japan by April, 1941. The result was Japan attacking further into Indochina. The U. S. then cut off all trade with Japan. What choice did Japan have but to attack?
- _____ 4. The Battle of Dien Bien Phu had the same effect on French public opinion as the TET Offensive had on American public opinion.
- _____ 5. Those historians are wrong who say the U. S. entered World War I primarily for economic reasons. They underestimate how important was the German sinking of American ships.
- _____ 6. If the U. S. hadn't taken the Philippines in 1899, the Germans would have taken them. So we were right to take them first.
- _____ 7. Medicare pays for many unneeded or overpriced operations.
- _____ 8. Jimmy Carter did a good job as president. During his years in office the GNP of the country increased significantly.

For each of the following arguments, write in the letter of the correct fallacy from the list below: (Look up the meanings in your "Guide to Critical Thinking".)

- | | |
|-------------------------|--|
| A. Stereotyping | D. Hasty generalization (oversimplification) |
| B. Correlation as cause | E. No fallacy |
| C. Special pleading | |

- _____ 1. Several times in 1940 and 1941 the Japanese offered suggestions to end U. S. - Japanese tensions. The U.S. always refused. Therefore, the U. S. was responsible for the Japanese attack on Pearl Harbor.
- _____ 2. The rich people control the country. They offer just enough prosperity and freedom to keep the rest of the country in line. They pull the strings and the rest of us do what they want.
- _____ 3. While the unemployment rate in the U.S. from 1895 to 1900 decreased from 13.7% to 5.0%, the employment of children over 14 years of age rose from 9.1% in 1890 to 10.3% in 1900. Therefore, the increased number of working children reduced the unemployment rate.
- _____ 4. Government interference in society is wrong. Just look what happened when government gets involved. It took away a man's horse when he didn't pay his taxes. It broke into the wrong home, scared the people to death, and wrecked the place in a drug search. And it forced a man to move out of his home to make way for a museum and then didn't build the museum.
- _____ 5. The stock market can be used to show the state of the country's economic health. After the start of the NRA (A New Deal agency to promote recovery from the 1930's Depression) the stock market remained at its low 1933 level. Therefore, using the stock market as a measure of the economy, the NRA didn't help the economy.
- _____ 6. During the Carter Presidency, the GNP of our country increased more than did the GNP of the Soviet Union. So Jimmy Carter did a good job as president and better than did Brezhnev.
- _____ 7. President Kennedy's program to get the economy moving again was destroyed in Congress once the special interest groups got hold of it.
- _____ 8. Medicare pays for many unneeded and overpriced operations.
- _____ 9. The rich have kept the people down. The people have tried to rise up to achieve more equality and true social democracy, but the rich have all the power.

For each of the following arguments, write in the letter of the correct fallacy from the list below: (Look up the meanings in your "Guide to Critical Thinking".)

- | | |
|---|-------------------|
| A. Straw man | D. False Scenario |
| B. Prevalent proof (everyone believes, so it is true) | E. No fallacy |
| C. Either/or | |

- _____ 1. The Watergate fiasco hurt the economy. Most important people say it hurt the economy.
- _____ 2. Clifford: "If the government cut the defense budget it could improve conditions in the slums by building better housing."

Steven: "So the government is going to build mansions for everyone, huh? You're crazy."
- _____ 3. McCarthy was either a dangerous demagogue or a courageous American. But since he was not a courageous American (his tactics were anything but courageous), he must have been a dangerous demagogue.
- _____ 4. Marlene: "The government is hurting our economy by all this wasteful spending."

Bob: "Where's your evidence to prove that?"
- _____ 5. Without government regulation for the good of the public, monopolies would run the country completely. With no other competitors to turn to for a product, the average person would be at the mercy of the monopoly.
- _____ 6. A New York Times poll showed that 80% of businessmen responding believed that President Nixon's economic performance had suffered because of Watergate. So Watergate hurt the U. S. economy.
- _____ 7. As everyone knows, a country with a stronger economy is better able to fight costly wars.
- _____ 8. Joe: "The government should help bring about more equality in society."

Helen: "How can you say that? True equality is impossible. So, why should the government try to do something which is impossible?"

For each of the following arguments, write in the letter of the correct fallacy from the list below: (Look up the meanings in your "Guide to Critical Thinking".)

- | | |
|-----------------|-------------------------|
| A. Equivocation | C. Begging the Question |
| B. Either/or | D. False Scenario |

GIVENS:

1. Demand - the amount people will buy at given prices.
2. The Philippines were ruled by Spain until 1898, then by the U.S.
3. There were 4 million slaves in the U.S. in 1860.
4. Filipinos wanted to rule themselves in 1898.

- | | |
|-------|--|
| _____ | 1. Question: What is one reason why the U. S. decided to enter World War I to help the allies?
Answer: The U.S. entered World War I to come to the aid of Britain, France, and the other allied countries. |
| _____ | 2. Brian: "The U.S. was wrong to make loans to England and France, but not to Germany, because by helping only one side it was not being neutral."

Sean: "The U. S. was right to make the loans. We really were being neutral because we did what was in our interest by making the loans. And doing what's in your interest is being neutral." |
| _____ | 3. President Reagan says he is going to deal with the economy in a creative way. But only God can create. That shows how ridiculous Reagan is. |
| _____ | 4. Some people say the government should help bring about more equality in our society. But true equality is impossible and has always been impossible. So government help always fails. We're better off without it. |
| _____ | 5. If the game was completed and it wasn't a tie or we didn't win, then we lost. |
| _____ | 6. Believers in the iron law of supply and demand argued that the supply of goods had outstripped (was much greater than) the demand. But there was no evidence that the needs and wants of the majority of Americans had been satisfied. |
| _____ | 7. The U. S. was justified in taking the Philippines. True, many Filipinos opposed U.S. control of the islands, but U.S. rule was much better than the Spanish rule the Filipinos had previously experienced. |

- _____ 8. Without slavery, the problems between the sections could probably have been worked out by the ordinary give-and-take of politics; with slavery, they became insoluble.
- _____ 9. Reformers who try to help the poor, such as Jane Addams, hurt our society. They never succeed in ending poverty, but they raise the hopes of the poor for a better life which the poor never get.

RC-1A RECONSTRUCTION

Frame of Reference on Reconstruction

Suppose you owned 20 slaves on a plantation in South Carolina in 1866. Your slaves are now freedmen and they can go where they please. People from the North have begun to help these freedmen through the Freedmen's Bureau and through other laws passed in Congress by the Radical Republicans. Answer the following questions from your perspective as a plantation owner:

1. What would your opinion be of blacks, having owned some as slaves for many years? What would your opinion be of their ability to survive on their own without your help?
2. Why do you think Northerners, especially the Radical Republicans, are trying to help the Freedmen? There are several possible motives.
3. How would you feel about freedmen being able to vote and run for office, while some white Southerners are prevented from voting?
4. How would you feel about Radical Republicans sending U. S. Soldiers to your state to make sure blacks could vote?
5. How would you feel if freedmen, in alliance with these Northern whites, took control of the state legislature of South Carolina? How would you feel this new legislature would affect your state?

RC-3B RECONSTRUCTION

Question Sheet for Historian A

Look in the "Guide to Critical Thinking" for help for each of these.

1. What is the main point of the argument?
2. What are the assumptions in the following sentences? Remember that assumptions are unstated in the argument. Make sure that you write the assumptions in general terms. Next to each assumption state whether you think it is correct (guessing is OK):

Assumption

Correct?

- a. Sentence VII
- b. Sentence XIV

3. What type of reasoning is used in the following? How good is the reasoning according to the key questions?

<u>Sentence or Paragraph</u>	<u>Reasoning Type</u>	<u>Key Question</u>	<u>Assessment (Possible Fallacies?)</u>
a. Paragraph I			
b. Sentences VII and VIII			
c. Sentence IX (and the following sentences which are used to support it)			

4. In which paragraph(s) is evidence offered? Explain why it is evidence.

5. Name two things you would want to know in order to better assess this argument. (Be specific).

- a.
- b.

6. What is a value word in sentence IX?

7. What does historian A seem to feel largely determined the history of reconstruction?

- a. Laws and politics
- b. Economic forces
- c. The development of new machines and tools
- d. Individual people and what they do
- e. Groups of people and their beliefs

RC-3B RECONSTRUCTION

Question Sheet for Historian B

1. What is the main point of the argument?
2. What are the assumptions in the following sentences? Remember that assumptions are unstated in the argument. Make sure that you write the assumptions in general terms. Next to each assumption state whether you think it is correct (guessing is OK):

- | | <u>Assumption</u> | <u>Correct?</u> |
|---------------------|-------------------|-----------------|
| a. Sentence II | | |
| b. Sentence XIV-XVI | | |

3. What type of reasoning is used in the following? How good is the reasoning according to the key question?

<u>Sentence or Paragraph</u>	<u>Reasoning Type</u>	<u>Key Question</u>	<u>Assessment (Possible Fallacies?)</u>
a. Paragraph I			
b. Sentences XXV-XXVI			

4. How good is the evidence in this argument?
5. List two things you would want to know to better assess this argument: (Be specific)

- a.
- b.

6. What is a value word in sentence XXII?

7. What does historian B seem to feel that the history of reconstruction was largely determined by?

- a. Laws and politics
- b. Economic forces
- c. Development of new machines and tools
- d. Individual people and what they do
- e. Groups of people and their beliefs

RC-3B RECONSTRUCTION

Analysis Sheet

Fill in this sheet according to the MARKER model of analysis.

	Historian A	Historian B
M (main points)		
A (Find one assumption in each view. Write the assumption out along with the sentence number. Then tell whether you agree with the assumption.)		
R (Find the reasoning types in the arguments. Put in the paragraph or sentence number for each type you write in.)		
K (Write the key question for each reasoning type you wrote above. Then tell if this argument adequately answers the key questions.)		
E (Write down one piece of Evidence and assess it according to PROP - primary vs. secondary, reason to distort, other evidence saying the same thing, public vs. private.)		
R (Is there any relevant information from your textbook which strengthens or weakens either of these views?)		

I - 4 INDUSTRIALISM

What Do You Think?

After each statement, write "agree" or "disagree" and then in one sentence explain why.

Statement	Your Opinion
1. The people who work the hardest usually get ahead, and this means society is constantly getting better.	
2. If we help the poor, then we are all worse off.	
3. If we help the poor, then the poor will become lazy.	
4. It's hard to survive in this world, so only the fittest stay alive (survival of the fittest).	
5. All animals, including man, produce more children than can survive.	
6. The free market (capitalist) system gives all people a chance for success.	
7. More equality is more important than more freedom.	
8. Economic growth comes from hard-working people.	

I - 4 INDUSTRIALISM

WORKSHEET FOR VIEWPOINTS BY THINKERS

Viewpoint	(Check one)		Summary of arguments
	Pro laissez-faire* or Social Darwinism**	Against laissez-faire* or Social Darwinism**	
1. Adam Smith			
2. Lester Frank Ward			
3. Henry George			
4. Thorstein Veblen			
5. Richard T. Ely			
6. William Graham Sumner			
7. Washington Gladden			
8. Andrew Carnegie			
9. Herbert Spencer			
10. Horatio Alger			

* Laissez-faire = government stays out of business (leaves business alone).

** Social Darwinism = the best competitors survive and prosper. The rich deserve their wealth.

I - 4 INDUSTRIALISM

PREPARATION FOR DEBATE

Fill in this worksheet to prepare for the debate. You are to fill in your position in the debate and at least five (5) arguments you want to make in the debate. After the arguments, put in your source and then what you anticipate your opponents will say against your argument.

Your position in the debate:

ARGUMENT	SOURCE	WHAT YOUR OPPONENTS MIGHT SAY AGAINST YOUR ARGUMENT
1.		
2.		
3.		
4.		
5.		

WORKSHEET FOR RESEARCH ON THE DEBATE

#1. "Resolved: In the late nineteenth century in the United States, the rich deserved to be rich and the poor deserved to be poor."

Your teacher will tell you which topics to research. Fill in the worksheet below with information from whatever sources your teacher assigns you.

INFORMATION	WHAT IT SHOWS	SOURCE AND PAGE
	225	

42

L-2A LABOR

SURVEY ON IMMIGRATION

For each of the following statements, check whether you agree or disagree. All the statements are in regard to immigration into the United States in the past 15 years.

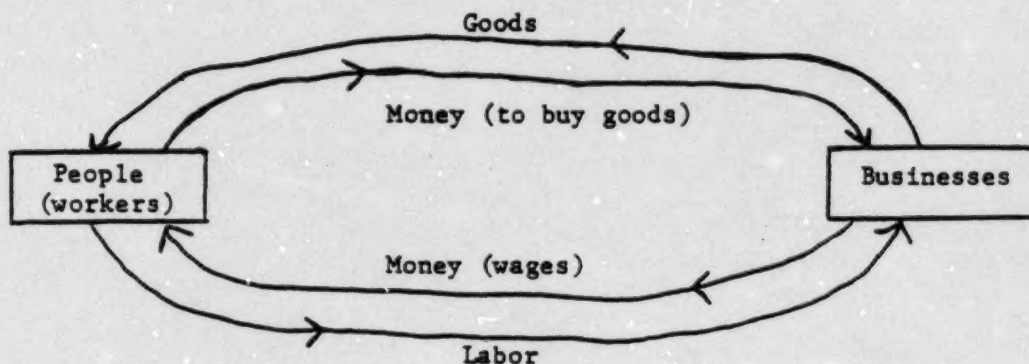
STATEMENT	AGREE	DISAGREE
1. Immigrants cause increased unemployment among American workers.		
2. Immigrants help our country by bringing new skills with them.		
3. Immigrants cause the spread of slums.		
4. Immigrants hurt American labor unions by working for lower wages.		
5. Illegal immigrants should be prevented from coming into our country.		
6. Immigrants are a drain on our country by living on welfare.		
7. Immigration helps the immigrant improve his/her life situation.		
8. Immigrants blend in easily with American culture.		

L-2A LABOR

WORKSHEET ON ECONOMICS

Look at the diagram below. It is called a circular flow diagram.

CIRCULAR FLOW DIAGRAM



Start at the People section of the diagram. Following the bottom arrow, the people, as workers, give their labor to the Businesses which pay the workers money in the form of wages. Following the upper arrows from the People you see that the people, as consumers, take their money to the businesses and buy goods. They give their money to the businesses and buy goods in return.

Let's suppose there are 100 workers in the whole economy, that each worker makes \$1.00 per week, that there are two businesses which employ (hire) 100 workers and which make 100 goods per week, costing \$1.00 for each good. Thus, there is no unemployment in this economy (all 100 workers are employed).

If 50 workers left the economy, some changes would occur. First, since there is a shortage of workers, the 50 workers who are left might be able to get higher wages. Second, however, since there are 50 fewer consumers, the demand for goods would go down, the businesses would make fewer goods and so the businesses would need fewer workers. The workers might not get a pay raise after all.

Now suppose that 50 workers were added to the economy. In the space below, describe what would happen. It would be nearly opposite to what was described in the paragraph above. Just start with the workers and follow what would happen from there:

L-2A LABOR

QUESTION SHEET - HISTORIAN A

- _____ 1. What is the main point of Historian A?
- A. Immigrants work for less pay than native Americans.
 - B. Immigrants lower the wages of native Americans--we should pay native Americans more.
 - C. Immigrants hurt America in many ways--we should restrict them.
 - D. Immigrants cause an increase in crime and poverty.
- _____ 2. What is the unstated assumption in sentence IV? (Remember: find the conclusion, then the premise. What has to be true in order to get from the premise to the conclusion?)
- A. Foreigners come from the poorest classes.
 - B. People from the poorest classes in Europe are better off with any job in the U.S., no matter how low the pay.
 - C. There are some very low-paying jobs in the U.S.
 - D. Other countries should pay higher wages for their jobs.
- _____ 3. Name two of the three types of reasoning used in the second paragraph (sentences III-VI):
- A. Comparison - Harry is a better driver.
 - B. Sample - bag of paperclips?
 - C. Cause and Effect - why is Jenny sick?
 - D. Proof - Mom, I mowed the grass.
 - E. Debating - Harry is wrong because. . . .
4. In the third paragraph (sentences VII-IX), the main type of reasoning is cause and effect. The person is arguing that when new workers are added to an economy, some of the native workers lose their jobs. The circular flow diagram you did before will help you see what is wrong with this reasoning. Explain below what is wrong with this reasoning:

L-2A Labor
Question Sheet
Historian A

5. One of the arguments that Historian A makes is that immigrants caused an increase in the crime rate. Suppose you learned the following:
- A. Crimes are generally committed by adults and not children.
 - B. Crime rates are generally much higher for men than women.
 - C. Most immigrants to the United States were adult men.

Look again at the argument Historian A makes in sentences X and XI.
Using what you learned above, explain what is wrong with this argument:

6. Historian A offers evidence in sentence XIV to support his argument. How good is this evidence? (Look at the "Guide to Critical Thinking" for help on this.)

- A. Is it primary or secondary?
- B. Does a government committee have any reason to distort what it reports?
- C. Is other evidence presented which supports this evidence?

- _____ 7. In what sentence, other than sentence XIV, is evidence presented? (Remember that evidence is statements by witnesses, written documents, or objects.)

QUESTION SHEET - HISTORIAN A

1. What is the main point of Historian A's argument?
2. What is the assumption in sentence IV?
3. What are the three types of reasoning used in the second paragraph (sentences III - VI)?
4. What two types of reasoning, other than cause and effect, are used in the fourth paragraph (sentences X - XII)?
5. The third paragraph uses cause and effect reasoning. Look at relevant information #5 and explain what is wrong with this argument.
6. The fourth paragraph (sentences X - XII) uses cause and effect reasoning. Look at relevant information #1, 2 and 4 and explain what is wrong with this argument.
7. The fifth paragraph (sentences XIII - XV) also uses cause and effect reasoning. Look at the fallacies for cause and effect in your "Guide to Critical Thinking". What is a possible fallacy in this argument?
8. Historian A offers evidence in sentence XIV to support his argument. How good is this evidence according to PROP?
9. In what other sentence is evidence presented to support the argument?

QUESTION SHEET - HISTORIAN B

1. What is the main point of Historian B's argument?
2. What type of reasoning does Historian B mainly use?
3. Explain what is wrong with the argument in sentences XIX and XX?
4. What is wrong with the argument in sentence XXI?

WORKSHEET - VIEWPOINTS ON IMMIGRATION

Directions: Fill in this worksheet for the two historians' viewpoints on immigration. Then answer the questions which follow.

Historian A

Historian B

M - Main Point

A - Assumptions
(List one for
each view.)

R - Reasoning Type
(List three or
four types of
reasoning used in
each view and list
the sentences or
paragraphs in which
they appear.)

K - Key Questions
(For two of the
examples of types
of reasoning which
you listed above,
write out the key
questions. Then
explain how well
the author answers
each question. Can
you find any fallacies
in reasoning?)

E - Evidence
(A. Overall, how good
is the evidence?)

(B. Choose one piece
of evidence
offered and evalu-
ate it according
to PROP.)

R - Relevant Information
(Explain any relevant
information which affects
the viewpoints.)

WORKSHEET - VIEWPOINTS ON IMMIGRANTS

Questions on the viewpoints:

1. Based on what you filled in on the MARKER model worksheet, explain which of the two viewpoints is stronger:

2. Are all historical viewpoints equally good or bad? What are the standards in history which help us judge whether one viewpoint is better than another?

- ____ 3. What does Historian A seem to feel that history is largely determined by?

A. Individuals and their actions	D. Governments and their laws
B. The development of technology	E. Societies and their values
C. Economic forces	

Explain your choice:

- ____ 4. What does historian B seem to feel that history is largely determined by?

A. Individuals and their motives	D. Governments and their laws
B. The development of technology	E. Societies and their values
C. Economic forces	

Explain your choice:

5. Suppose you were going to study further whether immigrants from 1870 to 1930 had a positive or negative effect on the United States. What are two questions you would ask or things you would look for?

A.

3.

6. Look back at the Chart of Immigration and at Relevant Information for the Viewpoints #3, 5 and 10. From this, explain why you think the Immigration Act of 1924 was passed.

L-4 LABOR

QUESTIONS FOR HISTORIAN A

1. What is the main point of Historian A?
2. What is the unstated assumption in sentence XVIII?
3. For each of the sentences listed below, fill in the types of reasoning, key question, and how well Historian A answers the key questions.

Sentence	Type(s) of Reasoning	Key Question(s)	How well answered (Any fallacies?)
Sentences VI-X			
Sentence XI			
Sentence XX (look at the footnote also)			
Sentence XXIX (and footnote)			
Sentences XXX-XXXIII			

4. Evaluate the evidence in footnote 5 according to PROP.
Overall, how good is this evidence?

L-4 LABOR

QUESTIONS FOR HISTORIAN B

1. What is the main point of Historian B?
2. What is the unstated assumption in sentence XV?
3. For each of the sentences listed below, fill in the types of reasoning, key questions, and how well Historian B answers the key questions.

Sentence(s)	Type(s) of Reasoning	Key Question(s)	How well answered (Any fallacies?)
Sentences V-X			
Sentences XX-XXIII			
Sentences XXIV-XXVI			
Sentences XXIX-XXX (and footnote)			

4. Evaluate the evidence in footnote 8 according to PROP. Overall, how good is this evidence?

GENERAL QUESTIONS

1. Compare the evidence in footnote 1 from Historian A with the evidence in footnote 2 from Historian B. Which is stronger?
2. Compare the evidence in footnote 6 from Historian A with the evidence in footnote 5 from Historian B. Which is stronger?
3. Compare the evidence in footnote 12 from Historian A with the evidence in footnote 10 from Historian B. Which is stronger?

P-1 Progressivism

Notes on The Jungle

When you read the historical novel, The Jungle, take notes on the following topics:

- A. Wages paid to workers in the meatpacking industry:
- B. Working conditions in the meatpacking industry:
- C. Living conditions of the characters:
- D. The political situation in Chicago:
- E. What social mobility the characters in the novel achieved (social mobility is moving up or down in social class - in wealth, occupation, etc.):
- F. The quality of the products put out in the meatpacking industry:

P-1 PROGRESSIVISM

EVALUATING THE JUNGLE

The Jungle is an example of a historical novel about the late nineteenth century in the United States. List below the topics covered in the novel:

- | | | |
|----|----|----|
| 1. | 4. | 7. |
| 2. | 5. | 8. |
| 3. | 6. | 9. |

Now, write down, from the above list, the topics on which you think the author influenced your opinion.

List four questions we should ask about this novel:

- 1.
- 2.
- 3.
- 4.

List four places where we could get more information about the novel:

- 1.
- 2.
- 3.
- 4.

P-1 PROGRESSIVISM

RELEVANT INFORMATION ABOUT THE JUNGLE

C. INFORMATION ABOUT THE MEATPACKING INDUSTRY IN CHICAGO

REPORT OF THE NEILL-REYNOLDS COMMISSION:

The President:

As directed by you, we investigated the conditions in the principal establishments in Chicago engaged in the slaughter of cattle, sheep, and hogs and in the preparation of dressed meat and meat food products. Two and a half weeks were spent in the investigation in Chicago, and during this time we went through the principal packing houses in the stock-yards district, together with a few of the smaller ones. A day was spent by Mr. Reynolds in New York City in the investigation of several of its leading slaughterhouses. During our investigation statements of conditions and practices in the packing houses, together with affidavits and documentary evidence, were offered us from numerous sources. Most of these were rejected as being far from proving the facts alleged and as being beyond the possibility of verification by us. We have made no statement as a fact in the report here presented that was not verified by our personal examination. Certain matters which we were unable to verify while in Chicago are still under investigation. The following is therefore submitted as a partial report touching upon those practices and conditions which we found most common and not confined to a single house or class of houses. A more detailed report would contain many specific instances of defects found in particular houses.

CONDITION OF THE YARDS

Before entering the buildings we noted the condition of the yards themselves as shown in the pavement, pens, viaducts, and platforms. The pavement is mostly of brick, the bricks laid with deep grooves between them, which inevitably fill with manure and refuse. Such pavement can not be properly cleaned and is slimy and malodorous when wet, yielding clouds of ill-smelling dust when dry. The pens are generally uncovered except those for sheep; these latter are paved and covered. The viaducts and platforms are of wood. Calves, sheep, and hogs that have died enroute are thrown out upon the platforms where cars are unloaded. On a single platform on one occasion we counted 15 dead hogs; on the next, 10 dead hogs. The only excuse given for delay in removal was that so often heard--the expense.

BUILDINGS

Materials--The interior finish of most of the buildings is of wood; the partition walls, supports, and rafters are of wood, uncovered by plaster or cement. The flooring in some instances is of brick or cement, but usually of wood. In many of the rooms where water is used freely, the floors are soaked and slimy.

Lighting--The buildings have been constructed with little regard to either light or ventilation. The workrooms, as a rule, are very poorly lighted. A few rooms at the top of the buildings are well lighted because they can not

P-1 Progressivism
C. Information about the Meatpacking
Industry in Chicago
Report of the Neill-Reynolds Commission
Page two

escape the light, but most of the rooms are so dark as to make artificial light necessary at all times. Many inside rooms where food is prepared are without windows, deprived of sunlight and without direct communication with the outside air. They may be best described as vaults in which the air rarely changes. Other rooms which open to the outer air are so large, the windows so clouded by dirt, and the walls and ceilings so dark and dingy that natural light only penetrates 20 or 30 feet from the windows, thus making artificial light in portions of even these outside rooms necessary. These dark and dingy rooms are naturally not kept suitably clean.

Ventilation--Systematic ventilation of the workrooms is not found in any of the establishments we visited. In a few instances electric fans mitigate the stifling air, but usually the workers toil without relief in a humid atmosphere heavy with the odors of rotten wood, decayed meats, stinking offal, and entrails.

Equipment--The work tables upon which the meat is handled, the floor carts on which it is carried about, and the tubs and other receptacles into which it is thrown are generally of wood. In all the places visited but a single porcelain-lined receptacle was seen. Tables covered with sheet iron, iron carts, and iron tubs are being introduced into the better establishments, but no establishment visited has as yet abandoned the extensive use of wooden tables and wooden receptacles. These wooden receptacles are frequently found water soaked, only half cleansed, and with meat scraps and grease accumulations adhering to their sides, and collecting dirt. This is largely true of meat racks and meat conveyors of every sort, which were in nearly all cases inadequately cleansed, and grease and meat scraps were found adhering to them, even after they had been washed and returned to service.

Sanitary conveniences--Nothing shows more strikingly the general indifference to matters of cleanliness and sanitation than do the privies for both men and women. The prevailing type is made by cutting off a section of the workroom by a thin wooden partition rising to within a few feet of the ceiling. These privies usually ventilate into the workroom, though a few are found with a window opening into the outer air. Many are located in the inside corners of the work rooms, and thus have no outside opening whatever. They are furnished with a row of seats, generally without even side partitions. These rooms are sometimes used as cloakrooms by the employees. Lunch rooms constructed in the same manner, by boarding off a section of the workroom, often adjoin the privies, the odors of which add to the generally insanitary state of the atmosphere.

Abominable as the above-named conditions are, the one that affects most directly and seriously the cleanliness of the food products is the frequent absence of any lavatory provisions in the privies. Washing sinks are either not furnished at all or are small and dirty. Neither are towels, soap, or toilet paper provided. Men and women return directly from these places to plunge their unwashed hands into the meat to be converted into such food products as sausages, dried beef, and other compounds. Some of the privies are situated a long distance from the workrooms, and men relieve themselves on the killing floors or in a corner of the workrooms. Hence, in some cases the fumes of the urine swell the sum of nauseating odors arising from the

dirty, blood-soaked, rotting wooden floors, fruitful culture beds for the disease germs of men and animals.

New buildings--It is stated that many of the unsanitary conditions are due to the fact that these buildings are old and have been built by piecemeal, and that in the newer buildings, being erected from time to time, the defects of the earlier structures are being remedied. This contention is not borne out by the facts. One of the large plants erected within recent years has most of the defects of the older buildings. It is true that three large model buildings have been erected, but one is an office building, while the other two contain only cooling, storage, and sales rooms. No model building for the preparation of food products has been built in the stock yards of Chicago.

TREATMENT OF MEATS AND PREPARED FOOD PRODUCTS

Uncleanliness in handling products--An absence of cleanliness was also found everywhere in the handling of meat being prepared for the various meat products. After killing, carcasses are well washed, and up to the time they reach the cooling room are handled in a fairly sanitary and cleanly manner. The parts that leave the cooling room for treatment in bulk are also handled with regard to cleanliness, but the parts that are sent from the cooling room to those departments of the packing houses in which various forms of meat products are prepared are handled with no regard whatever for cleanliness. In some of the largest establishments sides that are sent to what is known as the boning room are thrown in a heap upon the floor. The workers climb over these heaps of meat, select the pieces they wish, and frequently throw them down upon the dirty floor beside their working bench. Even in cutting the meat upon the bench, the work is usually held pressed against their aprons, and these aprons were, as a rule, indescribably filthy. They were made in most cases of leather or of rough sacking and bore long accumulated grease and dirt. In only a few places were suitable oilcloth aprons worn. Moreover, men were seen to climb from the floor and stand, with shoes dirty from the refuse of the floors, on the tables upon which the meat was handled. They were seen at the lunch hour sitting on the tables on the spot on which the meat product was handled, and all this under the very eye of the superintendent of the room, showing that this was the common practice.

Meat scraps were also found being shoveled into receptacles from dirty floors where they were left to lie until again shoveled into barrels or into machines for chopping. These floors, it must be noted, were in most cases damp and soggy, in dark, ill-ventilated rooms, and the employees in utter ignorance of cleanliness or danger to health expectorated at will upon them. In a word, we saw meat shoveled from filthy wooden floors, piled on tables rarely washed, pushed from room to room in rotten box carts, in all of which processes it was in the way of gathering dirt, splinters, floor filth, and the expectoration of tuberculous and other diseased workers. Where comment was made to floor superintendents about these matters, it was always the reply that this meat would afterwards be cooked, and that this sterilization would prevent any danger from its use. Even this, it may be pointed out in passing,

is not wholly true. A very considerable portion of the meat so handled is sent out as smoked products and in the form of sausages, which are prepared to be eaten without being cooked.

TREATMENT OF EMPLOYEES

The lack of consideration for the health and comfort of the laborers in the Chicago stock yards seems to be a direct consequence of the system of administration that prevails. The various departments are under the direct control of superintendents who claim to use full authority in dealing with the employees and who seem to ignore all considerations except those of the account book. Under this system proper care of the products and of the health and comfort of the employees is impossible, and the consumer suffers in consequence. The insanitary conditions in which the laborers work and the feverish pace which they are forced to maintain inevitably affect their health. Physicians state that tuberculosis is disproportionately prevalent in the stock yards, and the victims of this disease expectorate on the spongy wooden floors of the dark workrooms, from which falling scraps of meat are later shoveled up to be converted into food products.

Even the ordinary decencies of life are completely ignored. In practically all cases the doors of the toilet rooms open directly into the working rooms, the privies of men and women frequently adjoin, and the entrances are sometimes no more than a foot or two apart. In other cases there are no privies for women in the rooms in which they work, and to reach the nearest it is necessary to go up or down a couple of flights of stairs. In one noticeable instance, the privy for the women working in several adjoining rooms was in a room in which men chiefly were employed, and every girl going to use this had to pass by the working places of dozens of male operatives and enter the privy, the door of which was not six feet from the working place of one of the men operatives. As previously noted, in the privies for men and women alike, there are no partitions, but simply a long row of open seats. Rest rooms, where tired women workers might go for a short rest, were found as rare exceptions, and in some establishments women are even placed in charge of privies chiefly for the purpose, it was stated, to see that the girls did not absent themselves too long from their work under the excuse of visiting them. In some instances what was called a rest room was simply one end of the privy partitioned off by a 6-foot partition from the remaining inclosure. A few girls were found using this, not only as a rest room, but as the only available place in which to sit to eat their luncheon.

Much of the work in connection with the handling of meat has to be carried on in rooms of a low temperature, but even here a callous disregard was everywhere seen for the comfort of those who worked in these rooms. Girls and women were found in rooms registering a temperature of 38°F. without any ventilation whatever, depending entirely upon artificial light. The floors were wet and soggy and in some cases covered with water, so that the girls had to stand in boxes of sawdust as a protection for their feet. In a few cases even drippings from the refrigerator rooms above trickled through the ceiling

upon the heads of the workers and upon the food products being prepared. A very slight expense would have furnished drier floors and protected them against the tricklings from the ceiling. It was asserted by the superintendent of these rooms that this low temperature was essential to the proper keeping of the meat; but precisely similar work was found in other establishments carried on in rooms kept at a fair temperature. In many cases girls 16, 17, and 18 years stand ten hours a day at work, much of which could be carried on while sitting down.

In several establishments well-managed restaurants were provided for the clerical force, and in one instance a smoking room was provided for them; but no provision was found anywhere for a place to eat for the male laborers. In pleasant weather they eat their luncheon sitting outdoors along the edge of the sidewalk, or any place where they can find standing room. In winter, however, and in inclement weather, their lunches have to be eaten in rooms that in many cases are stifling and nauseating. Eating rooms are provided in a number of places for women workers in the various departments; and in most of the large establishments coffee is served them at a penny a cup. Beyond this meager consideration for their convenience at meal times, scarcely any evidence is found that anyone gave a thought to their comfort.

James Bronson Reynolds
Charles P. Neill

Washington, D. C., June 2, 1906

P-4 PROGRESSIVISM

QUESTIONS FOR HISTORIAN A

1. What is the main point of this reading?
2. One type of reasoning used in the argument is proof. List below the other two types of reasoning, the key questions, and how well the argument answers these questions:
 - A. Type of reasoning:
Key question:
How well it answers the question:
 - B. Type of reasoning:
Key question:
How well it answers the question:
3. Write a description or draw a picture of how this author views the Progressive Movement (for example, its make-up and operation):

What is your judgment of this view?
4. Write a description or draw a model of how this author views the operation of politics:

What is your judgment of this view?
5. How strong is the evidence given in footnote 1?

P-4 PROGRESSIVISM

QUESTIONS FOR HISTORIAN B

1. What is the main point of this reading?
2. List below the four types of reasoning used in this argument, the key questions, and how well the argument answers these questions:
 - A. Type of reasoning:
Key Question:
How well it answers the question:
 - B. Type of reasoning:
Key Question:
How well it answers the question:
 - C. Type of reasoning:
Key Question:
How well it answers the question:
 - D. Type of reasoning:
Key Question:
How well it answers the question:
3. Write a description or draw a picture of how this author views the Progressive Movement:
4. Write your opinion of why Progressive reforms in the area of business were probably passed and how they affected business:

P-4 PROGRESSIVISM

QUESTIONS FOR HISTORIAN C

1. What is the main point of this reading?
2. List below the five kinds of reasoning used in this argument (refer to specific paragraphs or sentences), the key questions, and how well the argument answers these questions:
 - A. Type of reasoning:
Key Question:
How well it answers the question:
 - B. Type of reasoning:
Key Question:
How well it answers the question:
 - C. Type of reasoning:
Key Question:
How well it answers the question:
 - D. Type of reasoning:
Key Question:
How well it answers the question:
 - E. Type of reasoning:
Key Question:
How well it answers the question:
3. Write a description or draw a picture of how this author views the Progressive Movement:

P-5 PROGRESSIVISM

QUESTIONS ON THE OMAHA PLATFORM

A. Based on the Omaha Platform, put a check next to the statements with which the Populists in 1892 would likely have agreed. Write the reason you checked or did not check each statement.

STATEMENT	THE REASON YOU CHECKED OR DID NOT CHECK THIS STATEMENT
☐ 1. Rich people deserve to keep the money they have.	
☐ 2. Immigration is bad for the country.	
☐ 3. Speculators hurt other people, such as farmers.	
☐ 4. Business owners make an important contribution to creating wealth through the production of goods and services.	
☐ 5. There is fraud or intimidation in elections.	
☐ 6. Wealth should be more equally divided.	
☐ 7. Society can be improved through reform.	
☐ 8. The people should have more say in government.	
☐ 9. Reform can be achieved through the Democratic and Republican Parties.	
☐ 10. Freedom is more important than equality.	
☐ 11. An important aspect of history is the struggle between the rich and the poor.	
☐ 12. The government is honest.	
☐ 13. The people are ignorant--they can't control their own future.	

P-5 Progressivism
 Questions on the
 Omaha Platform
 Page two

STATEMENT	THE REASON YOU CHECKED OR DID NOT CHECK THIS STATEMENT
_____ 14. The state legislatures are controlled by the rich people.	
_____ 15. It is possible for a conspiracy of a small number of people to control the history of country for a time.	
_____ 16. The government is controlled by the rich—it must be reformed.	
_____ 17. Bankers have too much power.	

B. Based on the Omaha Platform and the relevant information, put a check next to the statements which you think are probably true. Write the reason you checked or did not check each statement.

STATEMENT	THE REASON YOU CHECKED OR DID NOT CHECK THIS STATEMENT
_____ 18. Many farmers were debtors (they owed money on loans).	
_____ 19. Farmers felt railroads were hurting them.	
_____ 20. The Populists were trying to gain the support of industrial workers.	
_____ 21. Bankers supported the idea of free coinage of silver.	
_____ 22. Populists were conservative—that is, they wanted to go back to earlier days. They were not pushing for innovation and change.	
_____ 23. Populists were radical—they were suggesting radical change in our society.	

C. The Populists never elected a candidate to the presidency. Why do you suppose they didn't win?

RECONSTRUCTION

TEST QUESTIONS

- A. (I) "The excessive mistreatment of Southern whites during reconstruction occurred when Republicans were in power. (II) The result of this was that for many years after reconstruction, the South voted Democratic. (III) The term 'Solid South' was used to describe this vote."

_____ 1. The conclusion is:

- A. I B. II C. III D. Mistreatment of Southern whites
by Republicans during reconstruction
brought about the Solid South vote.

_____ 2. What type of reasoning is this primarily?

- A. Generalization (sample) C. Analogy (Comparison)
B. Cause and Effect D. Proof
E. Debating

_____ 3. An assumption is: (Assumptions are unstated)

- A. "Solid South" is a fair name for the Democratic voting.
B. When people are mistreated by one political party, they
will vote for the other political party.
C. When the Republicans were in power they mistreated the
Southern whites.
D. None of the above.

_____ 4. A value word is:

- A. Excessive B. During C. Occurred D. Describe

- B. (I) Most southern blacks stopped voting around the turn of the century. (II) This is clearly proven by looking at Louisiana. (III) In 1876, 130,334 blacks voted. (IV) In 1904, only 1,342 cast ballots."

_____ 5. The conclusion is:

- A. I B. II C. III D. IV

_____ 6. What two types of reasoning are used?

- _____ 7. } A. Generalization (sample) C. Analogy (comparison)
B. Cause and Effect D. Proof by Evidence
E. Debating

- C. (I) "During reconstruction, whites still controlled most state legislatures in the South. (II) In Alabama, whites outnumbered blacks 58 to 26. (III) In Florida, whites outnumbered blacks 214 to 32. (IV) The only exception was South Carolina in which blacks outnumbered whites 84 to 73."

_____ 8. The conclusion is:

- A. I B. II C. III D. IV

_____ 9. What two types of reasoning are used?

- _____ 10. } A. Generalization (sample) C. Analogy (comparison)
B. Cause and Effect D. Proof by Evidence
E. Debating

Reconstruction
Test Questions

D. Write the letter on the line of the statement you think is the most accurate or in which you would have the most confidence:

- _____ 11. Which way did the lions go?
- A. The experienced guide said the lions came this way.
 - B. The visitor on his first lion hunt said there was no sign of the lions.
 - C. The man who had spent much of his life caring for lions at the zoo said the lions had not come this way.
- _____ 12. Does each child always sit in his seat in the classroom?
- A. The principal said that each child was always in his seat in the classroom.
 - B. The teacher said that each child was always in his seat in the classroom.
 - C. The parent said that each child was always in his seat in the classroom.

E. Remember that an inference is a judgment or conclusion drawn from the evidence. Remember Moose Kelly? For the statements below, write in the inferences:

13. "The Ku Klux Klan was most active in threatening blacks during elections."

Inference:

14. "Many thousands of soldiers died in Northern and Southern Prison Camps during the Civil War. More than 12,000 died in the camp near Andersonville, Georgia. Filth, weather conditions, and lack of food contributed to the deaths."

Inference:

Inference:

F. "The Republicans who wanted to restrict the rights of southern leaders were evil men."

- _____ 15. What is the assumption?
- A. People who restrict rights are evil.
 - B. Evil men always restrict rights.
 - C. Republicans are evil.
 - D. People who have their rights restricted are good.

INDUSTRIALISM

TEST QUESTIONS

Part I: Rewrite the following arguments into premise-premise-conclusion form:

- A. "Jane will certainly be a success. She works extremely hard at every task and is very honest in all her dealings."

1. Premise:

2. Premise:

3. Conclusion:

4. What is the unstated assumption in this argument?

- B. "The Standard Oil Company and the U. S. Steel Company are very efficient. Hundreds of smaller companies will be driven out of business."

5. Premise:

6. Premise:

7. Conclusion:

8. What is the unstated assumption in this argument?

Part II: Answer the following questions:

- A. (I) "Ulysses Grant was a great president. (II) His father was one of the most honest men of his time."

_____ 9. The conclusion is:

- A. I C. Grant was an honest president.
B. II D. None of the above.

_____ 10. What type of reasoning is this primarily?

- A. Cause and Effect C. Proof E. Debating
B. Analogy (comparison) D. Generalization (sample)

_____ 11. What is a possible fallacy?

- A. Straw Man C. Prevalent proof
B. Stereotyping D. Irrelevant proof

_____ 12. What is a word which needs to be defined? (ie. it is unclear)

- A. Great B. President C. Father D. Men

Industrialism
Test Questions

- B. (I)"There are only three ways for the railroad to get to the other side of the mountain. (II) They can dig through, dynamite through, or go around. (III) Dynamite has not been perfected and going around would involve too much extra track. (IV) The best way to get to the other side is to dig through."

- _____ 13. The conclusion is:
A. I B. II C. III D. IV
- _____ 14. What type of reasoning is this primarily?
A. Proof C. Generalization (sample)
B. Analogy (comparison) D. Cause and Effect
E. Debating

Part III: Document evaluation:

- _____ 15. Which document would be most reliable in assessing why John D. Rockefeller drove Reliable Oil Company out of business?
A. A letter by Rockefeller to the editor of the New York Sun explaining his reasons.
B. A novel about the Rockefeller family.
C. An interview with the President of Reliable in which he explains Rockefeller's motives.
D. A memo by Rockefeller to one of his managers explaining what he wants him to do to drive out Reliable and why.

Part IV: Analyzing a debate:

Two students are debating the 19th century idea of Social Darwinism. Specifically, they are debating whether the rich deserve to be rich and the poor deserve to be poor.

- I. Joan: The rich are the fittest. It's like Darwin's theory of survival of the fittest in nature. Only the fittest survive.
- II. Harold: The poor work hard. The rich don't work hard, many are born into their wealth.
- III. Joan: Animals work hard in nature that don't survive. If you're unfit you won't survive whether or not you try hard.
- IV. Harold: Are you saying the rich are physically superior to the poor?
- V. Joan: No.
- VI. Harold: Are a rabbit and bear equal?
- VII. Joan: They may have been at one point but developed differently.
- VIII. Harold: Many rich are born into wealth. They have all the advantages so the poor can't compete with them.

Industrialism
Test Questions

- IX. Joan: The poor can become rich if they try. Andrew Carnegie was an example of rags to riches. That shows that the poor can become rich.
- X. Harold: Carnegie got a break from a rich person to become rich. Getting rich is like playing poker—it's luck. Luck doesn't mean you're fit or that you deserve your wealth.
- XI. Joan: The lucky are more fit to survive.

Questions:

- _____ 16. What is the conclusion to argument I?
A. The rich are the fittest.
B. Only the fittest survive.
C. It's like Darwin's theory of survival of the fittest.
D. The rich deserve to be rich.
- _____ 17. What type of reasoning is argument I primarily?
A. Analogy (comparison) C. Cause and Effect E. Debating
B. Generalization (sample) D. Proof
- _____ 18. What is the conclusion of argument II?
A. The poor work hard.
B. The rich don't work hard.
C. Many rich are born into their wealth.
D. The rich don't deserve to be rich.
- _____ 19. What is an unstated assumption in argument II?
A. The poor work hard.
B. People who don't work hard, don't deserve their wealth.
C. Being born into wealth is o.k.
D. The rich give some of their wealth to private charities.
- _____ 20. What is Harold doing in argument IV?
A. Questioning evidence.
B. Disagreeing on Joan's value position.
C. Clarifying in what ways Joan's comparisons are the same.
D. Questioning the representativeness of Joan's sample.
21. What is the conclusion of argument VIII?
- _____ 22. What is a possible fallacy in argument IX?
A. False scenario C. Ad hominem E. False analogy
B. Hasty generalization D. Appeal to emotion F. No fallacy
- _____ 23. What type of reasoning is primarily used in the second sentence in argument X?
A. Analogy C. Cause and Effect E. Debating
B. Generalization D. Proof

Industrialism
Test Questions

- _____ 24. Which word would cause the greatest definitional problem?
A. Nature B. Poker C. Survival D. Poor
- _____ 25. Which word would cause the greatest definitional problem?
A. Lucky B. Animals C. Fittest D. Evolved

Suppose the argument had gone this way:

Joan: The rich deserve to be rich because they are the fittest.

Harold: How do you know who the fittest are?

Joan: That's easy. The fittest are the people with all the money.

- _____ 26. What fallacy would Joan be committing?
- | | | |
|-------------------------|-------------------------|--------------|
| A. Negative proof | C. False analogy | E. Appeal to |
| B. Begging the question | D. Correlation as cause | Emotion |

LABOR

TEST QUESTIONS

- A. (I) Eastern European immigrants from 1886 to 1914 were economically better off in the U. S. than they had been in their old countries. (II) They earned more money working in America than they had in Europe. (III) For example, in Poland farmers earned \$200-\$300 per year, while in America Polish immigrants earned \$400-\$500 per year working in factories.

- _____ 1. The conclusion is:
A. I C. III
B. II D. Polish immigrants earned more in America.
- _____ 2. One type of reasoning used in this argument is proof. List two other types of reasoning used.
- _____ 3. A. Cause and Effect C. Sample
B. Comparison D. Debating
4. Write the key question for one of the types of reasoning you listed above, and then explain how well this person answers the key question:

Key Question:

How well answered:

- _____ 5. What is a possible fallacy in this argument?
A. Negative proof C. Appeal to irrelevant outcome
B. False scenario D. Hasty generalization
- _____ 6. What is an unstated assumption in the argument?
A. Being better off was important to immigrants.
B. Polish immigrants earned more money.
C. People who earn more money are economically better off.
D. People who were better off did not immigrate to the U. S.
- B. Peter Tisevich (a factory owner) says to a newspaper reporter that he admits that he is not paying his workers high enough wages to survive.
7. Evaluate this evidence in terms of whether the Tisevich employees were paid high enough wages to survive. You are not to tell whether they received high enough wages. Rather you are to explain how strong the evidence is. You should mention four specific points as to strengths or weaknesses.

Labor
Test Questions

- C. Two students are arguing about whether management or the union was more justified in its actions in the Pullman Strike of 1894. Below is a summary of the strike and then some statements. On the line next to each statement, write "Union" for those which show that the union was more justified, and "Management" for those which show that management was more justified:

Summary: George Pullman (management) owned the Pullman Palace Car Company and the town of Pullman, which he set up to house his workers. The strike began when Pullman cut wages in the company but kept rents the same in the town. After the strike began violence broke out in the area and a lot of property (much of it Pullman railroad cars) was destroyed. Most newspapers sided with management at this point. The U. S. government called out troops and the troops crushed the strike. The Attorney General, Richard Olney, had a great deal to do with calling out the U. S. troops.

- _____ 8. The town of Pullman bought gas for \$.33 per 1000 gallons and sold it to the residents of Pullman for \$2.21 per 1000 gallons.
- _____ 9. Newspapers in the area needed advertising from businessmen. The businessmen said they would stop advertising unless the newspapers opposed the union.
- _____ 10. Attorney General Olney had been a railroad lawyer before becoming Attorney General.
- _____ 11. The damage to railroad cars from the rioting was about \$300,000. There is some evidence that union men were involved in the violence.

- D. Immigrants came to America in times of prosperity, not in times of economic decline.

- _____ 12. What is an unclear word?
- | | |
|------------|---------------|
| A. America | C. Prosperity |
| B. Came | D. Immigrants |

PROGRESSIVISM

TEST QUESTIONS

- A. (I) "The monstrous telephone monopoly should be broken up. (II) By introducing competition we can get an improvement in phone service."

- _____ 1. The conclusion is:
A. I C. Phone service should be improved.
B. II D. All of the above
- _____ 2. What is a word which makes a value judgment?
A. Monstrous C. Competition
B. Telephone D. Service
- _____ 3. What is an unstated assumption?
A. The phone company should be broken up.
B. The management of the phone company is corrupt.
C. The government should control phone prices.
D. An improvement in phone service is important.

- B. "All the students took the computer test. I think we should scale the girls' marks to make sure that everyone passes."

- _____ 4. What is the unstated assumption? (Choose the best answer.)
A. Boys are smarter than girls.
B. Boys do better than girls on computer tests.
C. The computer test is easy.
D. All girls find computer tests difficult.

- C. (I) "The U. S. should get out of Vietnam. (II) We're treating the Vietnamese the way we treated the Indians. (III) We're killing them all."

- _____ 5. What is the conclusion?
A. I C. III
B. II D. None of the above
- _____ 6. What type of reasoning is this primarily?
A. Comparison C. Cause and Effect
B. Sample D. Proof E. Debating

7. What is the key question for the type of reasoning which you listed above and how well does this argument answer the question?

Key Question:

How well answered:

Progressivism
Test Questions

- D. (I) "Up to our own day American history has been in a large degree the history of the colonization of the Great West. (II) The existence of an area of free land, its continuous recession, and the advance of American settlement westward explain American development. . . (III) The peculiarity of American institutions (family, government, economy, religion, and education) is the fact that they have been compelled to adapt themselves. . . to the changes involved in crossing a continent, in winning a wilderness, and in developing at each area of this progress, out of the primitive economic and political conditions of the frontier, the complexity of city life."

- _____ 8. The main point is:
A. I C. III
B. II D. The frontier was primitive.
- _____ 9. A possible fallacy is:
A. Numbers C. Single cause E. No error
B. Ad hominem D. Jargon
- _____ 10. A value word is:
A. Existence C. Political
B. Primitive D. Conditions
- _____ 11. An unstated assumption of this view is:
A. American character was shaped by the frontier.
B. Environment can shape institutions.
C. American institutions have been compelled to adapt.
D. Winning the wilderness was difficult.
- E. (I) Since her father teaches at Cornell, (II) he'll want her to go to a good college."
- _____ 12. What is the conclusion?
A. I C. Her father is a professor.
B. II D. She and her father agree about going to college.
13. What is the assumption?